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ABSTRACT

THE CENTER FOR VOCATIONAL ARTS PROVIDED A WORK-STUDY UNGRADED PROGRAM FOR MALE AND FEMALE SCHOOL-ALIENATED YOUTHS 15-21 YEARS OF AGE. THE BASIC ELEMENTS OF THE PROGRAM WERE INDIVIDUAL PROGRAMS, VOCATIONAL TRAINING, COUNSELING, BASIC ACADEMIC EDUCATION, AND SUPERVISED WORK EXPERIENCE. FOR 3 HOURS A DAY THE STUDENTS ATTENDED CLASSES AND FOR THE REMAINDER THEY HELD PART-TIME JOBS. TRAINING COURSES WERE OFFERED IN AUTOMOTIVE, FOOD, HEALTH, OFFICE, AND MANUFACTURING OPERATIONS, RETAILING SERVICES, LANDSCAPING AND HORTICULTURE, AND MAINTENANCE AND REPAIR OPERATIONS. STUDENTS COULD ENTER THE PROGRAM AT ANY TIME DURING THE YEAR, AND WHEN THEY DEMONSTRATED SUFFICIENT COMPETENCY THEY RECEIVED A HIGH SCHOOL DIPLOMA OR VOCATIONAL CERTIFICATE. THE REPORT ON THE PROGRAM ALSO INCLUDED RESEARCH REPORTS, AN EVALUATION OF THE PROGRAM, AND A GUIDE FOR DEVELOPING MULTI-MEDIA LEARNING ACTIVITY WHICH PROVIDED SUCH TEACHING AIDS AS FILM-LOOPS, TAPES, SLIDES, AND ARTIFACTS. THE SECOND INTERIM REPORT, APPENDIX TO SECOND INTERIM REPORT, AND THE INTERIM REPORT AND STATISTICAL EVALUATION ARE AVAILABLE AS ED 025 641, ED 025 642, AND ED 016 868 RESPECTIVELY. (BC)

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EVALUATION OF THE PRESENT STRUCTURE AND VOCATIONAL OFFERINGS OF THE CENTER FOR VOCATIONAL ARTS NORWALK, CONNECTICUT

Vocational-Technical Educational
Consulting Service
Dr. Albert E. Jochen
June, 1969

VT010400

VOTECS
VOCATIONAL-TECHNICAL EDUCATIONAL CONSULTING SERVICE
DR. ALBERT E. JOCHEN

June 26, 1969

Mr. Joseph P. Dougherty, Director
Center for Vocational Arts
Norwalk, Connecticut 06852

Dear Mr. Dougherty,

In fulfillment of my contract with your Board of Education dated April 18, 1969, I am this day submitting thirty (30) copies of an evaluation of the Center for Vocational Arts which considers the following:

1. Staffing patterns
2. Pupil-teacher ratio
3. Course content of each area
4. Total vocational offerings in relationship to student and business community needs

Your Board of Education should be complimented for its recognition of a problem which is universally present throughout the United States and which urgently needs solution.

It is sincerely hoped that the suggestions will lend direction to a more efficient and effective program.

Very truly yours,
Albert E. Jochen
Albert E. Jochen

AEJ/vr

INTRODUCTION

This report concerning the Center for Vocational Arts at Norwalk, Connecticut under the supervision of the Norwalk Board of Education, is limited to specific areas of concern spelled out in the contract, namely, (1) staffing patterns, (2) pupil-teacher ratio, (3) course content in each vocational area, and (4) total vocational offerings in relationship to the needs of the students and of the business community.

It is the result of a number of on-site visits to the Center for Vocational Arts, and discussions with professional personnel at the Division of Vocational Education, Connecticut State Department of Education, Norwalk Public School System and the J.M. Wright Regional Vocational-Technical School located at Stamford, Connecticut.

It is generally conceded at both state and local levels that there is little doubt concerning the contribution being made by the C.V.A. in dealing with school alienated youth. However, there is a question as to whether or not the program, through more efficient and effective organization, might produce equally effective results for more youth at lower per pupil costs.

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THE PROFESSIONAL STAFF

Dedication

On the whole, the professional staff is dedicated to the occupational education, training, and general welfare of the students. The staff works hard at developing a wholesome rapport with the students and this coupled with the unorthodox educational organization and instructional techniques, helps to create an educational climate which the student sees as warm, friendly, sympathetic and conducive to learning. It is so different from what he has previously experienced in education, that it is very noticeable and he is willing to give education another chance. In addition, there is the added incentive of supervised part-time employment for pay which may, or may not be directly related to the occupation being studied, but which does provide cash income.

Strengths and Weaknesses

The instructional staff may be divided roughly into two groups; namely, those with collegiate preparation for academic teaching or counseling, and those recruited from the world of work possessing occupational skills but little or no formal knowledge of teaching or educational organization.

Both groups are similar in that they have limited or no knowledge of the very things so essential to the successful operation of the program and its becoming more efficient and effective in terms of justifiable pupil-professional staff ratios.

Turnover not only at the instructional and counseling staff level but also at the supervisory level, has been and is creating problems which make it most difficult to maintain continuity of philosophy, professional effort and coordination.

The key to implementing the recommendations of this report which are essential to increasing the efficiency and effectiveness of the total C.V.A. program and to providing continuity of philosophy and effort, lies in the ability of the director to organize for, initiate, and supervise their accomplishment.

Is C.V.A. Success or Failure Predicated Upon Present Pupil-Professional Staff Ratio?

The above strengths, weaknesses and limitations are directly related to efficient and effective staff utilization and are the crux of the problem.

The success or failure of an occupational education and training program such as is being operated by Norwalk, Connecticut at the Center for Vocational Arts rests not so much upon the presently prescribed pupil-professional staff ratio, but rather upon an occupational education and training program which:

1. recognizes and meets student needs realistically in terms of intellectual capacities, physical abilities, motivation, interest, socio-economic circumstances, and employment opportunities and requirements.
2. provides attainable curriculum goals developed not by or from expediency or conjecture but by and from analyses of what youth need to know in order to attain personal fulfillment on the job, at home, and in the community as a citizen of a democracy.
3. is flexible rather than inflexible in program and schedule permitting students to learn at their own rate of learning in a curriculum of their own choice

geared to their mental, physical, and emotional assets.

4. teaches individuals using individual instructional materials and devices.
5. fosters and develops wholesome pupil-professional rapport through encouraging pupil participation in the development of the school program and the sharing of the school's problems.
6. maintains a concerned, warm, friendly climate conducive to the educational growth and development of all students.
7. encourages the development of internal or personal rather than external or imposed discipline.
8. has built-in safeguards to assure the continuity of educational philosophy and organization essential to accomplishing and improving upon items one through seven.
9. selects professional staff with the qualities or possessing the potential to develop the qualities essential to working within the above principles and philosophies.
10. educates and trains the instructional and auxiliary staff in:
    a. sound principles and philosophies of vocational-technical education particularly those which have been proven as effective in organizing for and in teaching youth for whom the traditional educational program and organization has failed.
    b. the development of courses and the keeping of them up-to-date through job analyses.

c. the development of individual instructional materials and devices for each of the courses offered.

d. principles and methods of teaching individuals on an individual basis so that each student may progress at his own rate of learning.

11. provides the staff with sources of:

    a. assistance in terms of available vocational-technical instructional materials.

    b. places to visit to observe individual instructional practices at skilled, related, and general levels.

    c. courses that may be helpful in meeting particular instructional problems.

    d. ways and means of keeping up-to-date professionally.

    e. people to consult.

12. organizes and utilizes the physical plant through effective and efficient planning and scheduling to accomplish the curriculum goals within a stated philosophy and with principles that guarantee a climate that is warm, friendly, and concerned about the whole student; his education, occupational training and general welfare.

13. institutes and conducts a realistic occupational and educational guidance, placement, and follow-up program which not only serves students but also acts as a continuing evaluative mechanism affecting the total program.

As has been previously stated, it is erroneous to assume that the limited pupil-teacher, counselor ratio is the major factor essential to the success of the Center for Vocational Arts. An optimum ratio is, of course, important but it is controlled by the number of training stations, adequacy and availability of individual instructional materials, abilities of the professional staff at individual teaching and counseling, the schedule, the course being taught, the quality of supervision, the overall coordination of the instructional effort, and the maintenance of a warm, friendly educational climate conducive to learning

The efficiency of the program and the establishment of justifiable pupil-professional staff ratios are, in truth, predicated on the factors mentioned above and their implementation.

Recommendations

The following suggestions and recommendations may be found helpful in improving staffing, program effectiveness, and pupil-teacher ratio:

I. The present Director of C.V.A., Mr. Josephy P. Dougherty, while possessing the warm, human qualities so essential to the program, needs help in building strengths in such areas as the following without which the recommendations cannot be implemented satisfactorily:

   A. Techniques in the uses of job analyses to develop:

      1. occupational curricula

      2. related curricula

      3. practical, general educational curricula

   B. Methods of developing individual instructional materials and devices for teaching:

      1. occupational skills

      2. related occupational information

      3. general educational subjects which the job analyses have proven as essential

C. Techniques in scheduling and organizing for efficient and effective instruction using individual instructional materials and devices.

D. Resources essential to the above:

   1. people to consult
   2. places to visit
   3. materials available

II. In order to aid in offsetting the disadvantages of professional staff turnover, develop a comprehensive orientation program which initially would be given to the entire staff and to new professional employees in the future. The orientation should include such areas as:

A. Brief overview of the principles and philosophies of vocational-technical education.

   1. Economic and social forces and factors which influence the need for vocational education.
   2. Early leaders and movements promoting vocational education.

B. Brief history and development of vocational-technical education in Connecticut.

   1. Types of programs, schools, geographic locations.

C. Brief history of the establishment of the Center for Vocational Arts.

   1. Its philosophy - aims - objectives - program.
   2. Its relation to:
      a. Norwalk school system
      b. State Department of Education, Vocational Division

        c. regional, vocational and other schools
        d. community, business, industry, agriculture
    3. The student body
    4. The faculty
    5. The physical plant
    6. The program

D. Teachers responsibilities for:
    1. certification
    2. professional improvement
    3. curriculum construction
    4. individual instruction
    5. participation in professional organizations
    6. human or public relations
    7. discipline - philosophy, implementation
    8. student work habits and attitude development

E. How to get help concerning:
    1. your responsibilities as an employee
    2. locating a home, church, schools for your children, shopping areas
    3. total community and labor market area

The above suggestions are not all inclusive. An orientation program geared to meet its specific needs of C.V.A. should be developed and initiated.

III. Develop and institute with the help of the Connecticut State Department of Education, Vocational Division, an in-service teacher training program that will make all teachers competent in the areas itemized on pages 3 and 4, items 10 and 11.

IV. Director and faculty to assess the strengths and weaknesses of the instructional program and mutually develop a long range plan with priorities for its overall improvement.

V. Arrange for the Director with a selected group of teachers to spend at least one day with Mr Benjamin Shapiro, Director of the Vocational-Technical Curriculum Laboratory located in the Graduate School of Education at Rutgers University, Seminary Place, New Brunswick, New Jersey. Telephone 201-247-1766-Ext. 6020 for the purpose of learning various techniques in the development of individual instructional materials and devices and courses of study.

VI. Through the use of a specialist like Mr. Shapiro, develop a plan with priorities whereby the director and staff may become involved in the development of curricula and individual instructional materials and devices tailored to meeting the needs of the C.V.A. Such a plan to incorporate an agreed format which requires a pretest and an achievement test for each unit developed from course outlines prepared from job analyses of what students really need to know now to become competent, occupationally, personally, socially and civically. Such plan to provide the means for up-dating periodically to keep abreast of socio-economic and technological progress. Samples of such instructional materials were given to Mr Dougherty.

VII. Develop and institute a schedule that will provide each instructor with a justifiable teaching load each clock hour. Mr. Dougherty, the Director, discussed a possible plan for a more efficient and effective use of the physical facility and professional staff coupled with a more flexible scheduling pattern that is worthy of consideration and I recommend that it be tried. In addition, other trial plans should be developed democratically with the staff and sufficient student involvement to warrant a fair trial and evaluation.

VIII. Make an analysis of the counseling procedures and from the analysis develop a course outline of those areas in which the instructors might be effective if they were to receive such in-service education and training from the counselors.

IX. Assign students on a definite schedule to each instructor for the counseling which they may give as a result of accomplishing item VIII. This should result in a decrease in the numbers of counselors needed and should make it possible for the remaining required counselors to concentrate on special personal guidance and counseling, placement, follow-up and supervision of part-time employment.

X. The Director through careful organization and scheduling should equalize the individual instructor-counselor load as daily attendance and enrollments fluctuate.

XI. Develop a definite schedule for each student predicated upon his goals, needs, and learning ability. Consideration should be given to developing programs and schedules for the following types of students:

A. Those of employable age

B. Those of unemployable age

C. Those whose goals are:

1. a diploma (I was told there are some students in this category)
2. a diploma plus an occupational skill
3. a vocational certificate
4. qualify for entrance to a regional vocational-technical school.

The suggestions on page 11 may prove helpful in accomplishing item XI.

XII. Develop and institute an in-service program that acquaints all professional staff members of the entire Norwalk School System concerning the aims, objectives, and philosophy of the C.V.A. in order to prevent any stigma being attached to the C.V.A. program either by faculty or students in the other Norwalk schools.

SUGGESTIONS CONCERNING ITEM XI

I. Initial interviews by counselors or instructors depending upon circumstances to determine:

* A. Goals

   1. Diploma?
   2. Diploma plus occupational training (at C.V.A. or other school)
   3. Vocational certificate
   4. Qualify for entrance to a regional vocational-technical school

* B. Needs

   1. Remedial instruction
   2. Special counseling
   3. Courses required to attain goal
   4. Optimum time for attendance at school
   5. Part-time employment
   6. Special program because of age

* C. Program (if of employable age)

   1. Total program to attain goal
   2. Mutually agreed schedule time for:
      a. shop
      b. class work
      c. counseling
      d. remedial work
      e. part-time employment

* D Program for Males (of unemployable age)

1. Total program to attain goal
    a. 3 weeks scheduled in each of the seven shops for orientation and occupational guidance as well as to learn basic skills
    b. Remainder of time scheduled in shop of choice or where student has shown greatest promise
    c. At least two hours of scheduled class work and personal counseling per day if not doing part-time employment
    d. Permissible legal work in part-time employment

* E Program for Females (if of unemployable age)

1. Total program to attain goal
    a. 3 weeks scheduled in each shop applicable to girls for orientation and occupational guidance as well as to learn basic skills
    b. Remainder of time scheduled in shop of choice or where student has shown greatest promise
    c. (Same as above under D1.)
    d. (Same as above under D1.)

BASIC AUTO MECHANICS

(3 Week Program)

OBJECTIVES:

1. To enable the student to explore the job opportunities, working conditions, financial returns, and security in auto mechanics.
2. To provide the student with a background of knowledge and experience which will enable him to understand and appreciate the complexity of industrial life.
3. To assist the student in discovering his capacities and desire for learning auto mechanics.
4. To provide the student with an opportunity to learn what it really requires in study, skills, and years of experience to become an auto mechanic.
5. To teach certain fundamental basic skills of value regardless of the trade ultimately studied.

UNIT I. GENERAL SAFETY PRECAUTIONS AND SHOP HYGIENE

UNIT II. PRETEST

UNIT III. OVERVIEW OF TRADE AREAS

- A. Automobile mechanic
- B. Automobile mechanic helper
- C. Lubrication man
- D. Light repairman
- E. Chassis repairman
- F. Brakeman
- G. Wheel alignment mechanic

H. Motor mechanic

I. Carburetor man

J. Automotive electrician

K. Automobile generator repairman

L. Motor analyst

M. Automobile accessories installer

N. Service station manager

O. Garage owner

P. Car dealer

Q. Other

UNIT IV. TOOLS AND EQUIPMENT

A. Care and use of

1. Hand tools

    a. Hacksaw
    b. File
    c. Wrenches
    d. Screwdriver
    e. Sockets
    f. Soldering copper
    g. Twist drills

2. Portable electric drill

3. Power drill press

4. Taps and dies

5. Bench grinder

6. Thickness gauge

UNIT V. MATERIALS

A. Identification and use of

1. Motor oil

    a. System of grading

2. Greases

    a. Types and uses

3. Cleaning compounds

4. Spark plugs

5. Filters

    a. Air
    b. Oil
    c. Gasoline

6. Anti-freeze solutions

7. Batteries

    a. 6-volt
    b. 12-volt

UNIT VI. JOBS

A. Clean and replace gasoline filter

B. Change oil and oil filter

C. Change tires

D. Rotate tires

E. Grease chassis

F. Clean spark plugs and set points

G. Clean upholstery

H. Polish body - types of finishes and polish

I. Drain cooling system and add anti-freeze

J. Remove and clean air filter

K. Install new hose connections

L. Install new battery

M. Add water to battery

N. Check battery

UNIT VII. ACHIEVEMENT TEST

COURSE CONTENT AND VOCATIONAL OFFERINGS IN RELATION TO STUDENT AND COMMUNITY NEEDS

During my visits to C.V.A., I had opportunities to observe the program in operation and to talk with the Director and his professional staff. In addition, I read some of the reports and studies concerning the program. The most succinct observations, in my opinion that are relevant to the area being evaluated were made by John G. Miller of the Department of Vocational Education, New York University*. I concur with many of his observations. We are in complete agreement that C.V.A. should not attempt to duplicate a regional vocational-technical school. Rather those who can qualify, as a result of up-grading for entrance to a regional vocational-technical school should be assisted in doing so. The regional vocational-technical schools will be found most cooperative and avenues of communication should be encouraged and kept open.

Specifically, it is recommended that consideration be given to the following suggestions:

RECOMMENDATIONS

I. Applicable to all the existing shop areas:

   A. Determine, as a result of a study of the labor market area, all of the types of occupations available that might be taught to either male or female within the aims, objectives, philosophies and limitations of the C.V.A. and list them.

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* Second Interim Report "A Pilot Project to Develop a Program of Occupational Training for School Alienated Youth."
  Contract #OE 5-85-055 project #5-0005

B. Develop course outlines of each of the listed occupations from an analysis. Utilize the job analysis to develop the outlines for the related and general areas of education so that a complete "package" may be made.

C. Determine from the analyses the equipment, facility, and instructor requirements for each of the occupations.

D. Develop the individual instructional materials required to impart the skills, related and general educational requirements using a format that has been standardized to meet C.V.A. needs. Bear always in mind that the student must be educated to live as a person, a worker, a member of a family and a citizen of a democracy.

E. Form representative advisory committees for each shop to assist in:

   1. developing and evaluating curricula
   2. evaluating physical facilities and equipment
   3. recommending instructors
   4. assisting in placement of graduates and getting part-time occupational experience
   5. public relations

F. Develop a plan and implement it so that students who might profit more from attending a regional vocational-technical school are identified early and assisted in entering such a school.

G. Be ever alert to any tendencies on the part of the staff to deviate from the established curricula as suggested in A by trying to duplicate the programs of the regional vocational-technical schools.

H. Every one of the occupations taught may be considered as preparation for specialized sales positions and transfer from the shop to retailing services at the appropriate time for those so motivated and possessing the desired qualities. This would provide entry into specialized sales areas allied to their shop training and experience.

II. Applicable to those shop areas specifically mentioned.

In a sense, if A through H above are accomplished, then whatever is said here becomes duplication. Recognizing this, certain specific observations and recommendations are pointed out only for the sake of clarification and bringing the areas into better focus.

Automotive Services

This area needs broadening to include a greater choice of semi-skilled occupations allied to the automotive industry. The surveys and analyses as suggested above should help in determining the occupations. Consideration should be given to additional areas such as auto body and fender repair, auto body painting, radiator repair, automobile upholstery, and seat cover installation.

Food Services

To develop a large number of occupational experiences within the limitations of the C.V.A. aims and objectives should not be too difficult. A major problem, however, is in the present use of the facility as a "gathering place" where food services training are minimal and food services to faculty and student body are maximal. Supervision, scheduling and re-evaluation of the curricula are urgently needed. The coordination with retailing services in certain areas for qualified students should be explored.

Health Services

In spite of the fact that there is a crying need for people in the health service areas at levels below the practical nurse, this program is in difficulty. One factor is in the age of the students which creates a problem in placing and in part-time health services work. The other has to do with the course offerings which need what has been recommended in I. A.-H. Since there is such a shortage of personnel in this area, every available professional effort should be used to explore health service areas that may be successfully taught. A carefully selected advisory committee should be formed to assist in exploring curricula, counseling, and public relations that might help the program.

Landscaping and Horticulture Services

The peaks and valleys of employment in this area should be studied carefully to determine how to offset them by occupational training, education, and planning. While it is recognized that a part of the training must of necessity include maintenance and minor repair of equipment, it is questionable whether the overhaul and repair of such equipment, particularly the engines, should be taught here or in the auto repair services or as a special occupational area. The versatility of such small engine driven equipment providing for grass cutting, cultivation, etc., in the summer and snow removal in the winter helps to offset the seasonal aspects of employment. If sales were incorporated as a part of the program, then a person might have full all-year employment. I would favor considering the small engine repair and maintenance area as a separate course coupled with sales and business management. The landscaping and horticultural areas should be studied in relation to the needs of the expanding "Green Acres" programs and recreation which might employ individuals all year. They would perform the landscaping and horticultural services during the growing season and work in tree and shrub pruning, maintenance of park equipment, building of fireplaces, etc. during the non-growing season. Again a study needs to be made to determine the occupational areas and opportunities as mentioned in I-A-H. In addition, opportunities for short unit courses that might be suitable for girls as well as boys such as floristry, should be explored. Retailing services could also be coordinated with such a program, and this should be explored.

Manufacturing Operations

The danger of this area becoming a quasi-machine shop training in imitation of a regional vocational-technical school is very great because of the background of the instructor and the equipment. Here is where a careful study of the various kinds of light manufacturing operations should be made so that they can be incorporated into the program. In addition, the physical facility should be designed for flexibility and ease of phasing out one type of occupational training and instituting a new one. It is in this area where occupational displacement occurs and new training is required for entry to employment. If such a program is properly developed, it will also include opportunities for women to get employment entry skills. Everything possible should be done to increase the course offerings at C.V.A. for women. The 1965 Norwalk Labor Market Area survey reported that 45.7% were employed in manufacturing operations and that the area's largest industry is electrical equipment manufacturing. The data should be brought up-to-date, and the manufacturing operations program should be reorganized so that it becomes truly representative of the types of employment opportunities available in the labor market area.

Maintenance and Repair Services

This program, like the manufacturing operations program, is influenced too much by the instructor's background and the equipment rather than by an analysis of what is needed to produce all-round maintenance personnel for industry, business, public and private buildings. The realistic application of the items in I.A-H will help materially in making this area more truly representative of the occupational education and training needs in the labor market area. In addition, certain areas may include girls, for example, housekeeping phases applicable to banks, hospitals, public buildings, industrial offices, etc.

Office Services

Although this program is well attended, certain areas could be added which would expand the job opportunities for girls particularly. For example, the operation and ordinary maintenance of office offset and other duplicating equipment, business machine calculating equipment, and other types of specialized equipment relating to bookkeeping, inventories, etc.

Retailing Services

This program in particular should explore the various ways and means it might service the other shops by developing sales specialty areas for them so that a student for example, might take an automotive program as preparation for entering the Retail Services program to become an auto sealesman. This type of occupational training would require carefully planned coordination between the shops and Retailing Services.

SUMMARY WITH PHILOSOPHICAL OVERTONES

In a sense, programs like the C.V.A. are needed only because the public educational system as a result of improved socio-economic circumstances is getting and has to keep all of the children of all of the people and it isn't equipped by professional staff, curricula, physical facilities and equipment, instructional materials or teaching techniques to motivate, educate and train them, especially in the skills and abilities essential to occupational competency in a highly technological culture.

The teacher training and the professional education and training of school administrative and supervisory personnel has been and still is primarily concerned with academic education. As a result, the climate in school is not too warm or friendly toward those who are not academically motivated by either intellectual capacity or drive.

Actually, the climate for these same youth is not too warm or friendly in industry, business, the military services, or for that matter in the general community. Scholarships, "brains," are at a premium, and the articulate community shouts this as do the communications media, until the ordinary Joes and Jills feel hopeless and helpless.

The problem has always been present because on the normal curve of distribution there are always more ordinary, average and below average Joes and Jills than there are intellectually elite youth. Yesteryear they could drop out, go to work and find a niche that provided personal fulfillment. Now they can't. They must remain in school and at best the school, although recognizing it has a problem, still operates on the assumption that what it has traditionally taught is good, only the dosage per pupil needs to be altered and sweetened, or a new pattern of educational organization needs to be tried and all will be well.

Experience has shown and is showing today that all is not well - witness the youth revolts on so many fronts. Reshuffling the old educational deck will not suffice; a new one is needed if we are to implement the philosophy, "Public education is for all." All is everybody on the normal curve, not just black and white. As a democracy we cannot afford not to educate all. The very survival of democracy depends upon our doing this efficiently and effectively. We must never forget that the majority in a democracy rule and as a result the preservation of the constitutional freedoms, the survival of democracy, is not in the hands of the intellectually elite but in the majority. the ordinary Joes and Jills.

Recommendation to Norwalk School Board

Two frontal attacks need to be made simultaneously to meet the educational needs of all youth in Norwalk, Connecticut. One, a study should be made of the elementary and secondary school programs to determine what, if anything, needs to be done to prevent the creation of candidates for a Center for Vocational Arts. Two, since C.V.A. is a fact and is performing an educational service to youth, its efficiency and effectiveness should be increased to a point where it is justifiable from a cost benefit standpoint through the implementation of the suggestions in this evaluation and other similar evaluations. In addition, every effort should be made to keep C.V.A. during its existence as an integral part of the total school system, and whatever is learned there that might prevent the need for a C.V.A., should be incorporated into the over-all school system.

Recommendation to State Department of Education

Since Norwalk, Connecticut isn't the only community in Connecticut, or for that matter in the United States with a similar problem, serious consideration should be given by the Connecticut State Department of Education, Vocational Division, to making a study to determine the feasability of attaching an occupational education and training center to each of its regional vocational-technical schools for the following purposes:

1. providing areas of semi-skilled occupational education and training to meet Connecticut's youth, adult, business, industrial and agricultural employment needs.
2. accepting youth and adults who are not qualified to enter the regular vocational-technical programs or employment.
3. providing opportunities for achieving educational and personal work habits and attitude entry requirements to regular vocational-technical programs.
4. providing opportunities for youth to learn an entry occupational skill while earning in part-time employment.
5. providing opportunities for youth to succeed in an organized occupational education and training program.
6. providing opportunities for workers who have been displaced by automation and technology to get new job skills or upgraded for continued employment.
7. providing employment education and training centers for youth and adults at semi-skilled, skilled, technical and semi-professional levels whether for initial entry, retraining or upgrading.

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A GUIDE FOR DEVELOPING MULTI-MEDIA LEARNING ACTIVITY PACKAGES IN THE GENERAL EDUCATION AREAS

AT THE

CENTER FOR VOCATIONAL ARTS

NORWALK PUBLIC SCHOOLS
NORWALK, CONNECTICUT

VT010400

INTRODUCTION

The following guidelines represent a way for teachers to develop curriculum units so the students can develop their learning ability in the general education areas of science, mathematics, language arts and social studies. They are not set up as an artificial barrier between vocational class work and general education work. Indeed, the two should be wedded and one guide written for developing both types of learning packages.

However, at this point the state of the art is such that only the first guideline is in the area of general education. The second, based on the work of the summer of 1969, should follow soon.

Simply stated, the goal of the learning activity packages is to integrate in a more realistic way the essential components of instruction - the teacher, the learner and that which is to be learned. This guideline attempts to show how to integrate these guidelines within the frame of reference of the overall philosophy of the Center for Vocational Arts.

SECTION I

BASIC PHILOSOPHICAL PREMISES

In order to successfully use this guideline, it should be understood that the general curriculum that is the outgrowth of this model is based on important premises:

1. Students, when given the proper materials, organized in a meaningful way, can learn and want to learn independently with a minimum of help.
2. Students always know why they are learning a particular curriculum assignment.
3. Students learn at different rates of speed.
4. Students have different learning styles and therefore need a variety of materials immediately at hand to learn.
5. Students should not have to work on areas of the curriculum that they already know. Therefore, pre-testing is an absolute requirement prior to each learning assignment.

SECTION II

SPECIAL POINTS

1. The curricula content of the learning activity packages represents the currently existing secondary program in the regular high schools for students who are not preparing to go on to college.

2. Therefore, as the regular high school content program changes, so too should content in the multi-media learning activity packages be changed.
3. Like all good teaching, a variety of activities should be included in each unit. By increasing the number of ways a student approaches the learning situation, the more interesting the learning activity package will be to him.
4. Media should support the units wherever and whenever possible. The media should be of the widest variety and should be as relevant to the experiences of the student as possible.

SECTION III

GLOSSARY OF TERMS

Before proceeding to the actual construction of the multi-media learning activity package, the following terms should be understood

1. Multi-media. Students will learn from a variety of approaches other than print. When possible and appropriate, each package should include a variety of media such as film-loops, tapes, slides, artifacts, etc.

2. Pre-Test is utilized to assess the extent to which the pupil has already met the instructional objectives of the package as a result of his earlier learning experiences. Pre-test permits the student to utilize his time in more efficient manner by either spending it in areas where his education needs improvement or, if he wants, to do in-depth study in areas in which he has a basic understanding.
3. Self Evaluation is built into the unit in order to assist the pupil in determining his own progress as he uses the material in the unit. Self evaluation does not always take place in isolation and the student has a number of resources both internal and external to aid in the process.
4. Post Test is the culminating experience at the end of each multi-media learning activity package. It is designed to assess the extent to which the pupil has achieved the instructional objectives as a result of his work with the unit.
5. Quest Projects are in-depth enrichment opportunities for students who either successfully pass the pre-test or when students finish the unit and wish to know more about the topic they have studied. With each learning activity package there are suggested quest activities. These should not be viewed as the only items for advance study

by the students. Indeed, the students should be encouraged to develop their own ideas for in-depth study within the overall topic of each unit.

6. Concepts are found in every learning activity package. There may be one or more major concepts in each package. The concept is the abstraction which is used as the base to organize the content into the working unit which includes objects, events, processes, structures, or qualities into smaller number of categories.

7. Behavioral goals are defined as a clear-cut statement by the teacher of a specific learning experience. The statement should describe precisely what the pupil will be able to do as a result of the learning experience.

8. Inquiry Setting is the organizing thread that runs through the unit. Within the framework, students utilize their ability to think.

9. Evaluation is a part of each unit. It serves to inform both pupils and teachers whether and to what extent they have achieved their objectives. It is a continuous process and an essential part of the teaching-learning process. Being able, as these units are so constructed, to reinforce the pupil at any critical point where the need exists promotes effective and efficient teaching and learning.

SECTION IV

BACKGROUND

The multi-media learning activity package is not a tool peculiar to and developed in the Norwalk School System. Rather, it is an outgrowth of one of the concepts of the Norwalk School Improvement Program. Namely, that Norwalk should adopt successful innovative practices employed by school systems across the country.

The package that emerged in Norwalk reflects this approach. A citation of gratitude is owed the Nova School System in Florida, The Valley High School in Las Vegas, Nevada, the Materials Center in South Laguna, California, Central Iowa Low Achievement Mathematics Projects and many others throughout the country.

The ideas presented in the works of the above school projects and/or systems were most helpful in permitting Norwalk to evolve its own approach and learning activity package.

SECTION V

CURRICULUM CONTENT OUTLINES

The four curriculum sections that follow - social studies, language arts, science, and mathematics - represent the total content outline for each part of the curriculum. They were developed by the city-wide department heads as representative of what makes up a basic secondary school education.

A study of these four overview content outlines shows that they are broad in scope. This was done on purpose so that when the smaller learning activity packages are to be developed there will be flexibility to decide on the specific content that would make up the parts of the major areas that are outlined on the following pages.

When the department heads developed these lists, there was no feeling that they represented a complete and final list. On the contrary, they are only guides that exist now. Any changes or additions and/or deletions are to be encouraged if these changes improve the curriculum.

Suggested Units- Continuous Progress
High School Equivalency
Center For Vocational Arts

Basic Guide Lines

1. A Card should be developed that shows the progress of each individual student and lists each unit required at a given level. It should also have space for listing independent work achieved by students.

2. The number of units listed are minimal. Students should be encouraged to work independently in areas of their greatest interest or need.

3. The number of units at each level:

Level I - Grade Nine - One Carnegie Unit
Level II - Grade Ten - One Carnegie Unit
Level III- Grade Eleven-One Carnegie Unit
Level IV- Grade Twelve-One Carnegie Unit

are a starting point. Experience will tell if some should be chopped or added.

4. It should be recognized that when a unit is developed it should contain provision when it applies for:

a) pre-test
b) post-test
c) related audio-visual aides

5. Required readings should not be just one title for each category. For instance, if a novel is to be read - a selection of 5 to 10 should be available to choose from.

6. It is possible to combine units. Thus required work in grammar and composition can go hand in hand. Credit can be given on students progress sheet.

I. A LITERATURE*

a) One Novel
b) One biography
c) Selected short stories
d) One more of any of above

Emphasis in this group on plot development and student identification with values of characters in their readings.

I-B COMPOSITION

e) Six Compositions-throughout school year
f) Written Reports from two of required readings

BASIC GUIDE LINES (I-B)

g) Unit Developing Composition Skills - Emphasizing Coherence and Unity
h) Letter Writing- Business and Social

I-C SPEECH

i) Interviews
j) Develop Ability to Sell
k) Report on Areas of Interest

I-D READING

l) Reading Comprehension(throughout year) Individualized- should show at least some growth by end of year
m) Vocabulary Growth

I-E GRAMMAR

n) Parts of Speech and Capitalization
0) Sentence Structure

I-F SPELLING

p) Word Lists
  a) Taken from shop area
  b) Common words in every day life

II-A LITERATURE

a) One Novel
b) One Autobiography
c) Selected Short Stories
d) One Play
e) One More of Any of Above

Stress values as exhibited in readings and emphasize recurrent themes as they appear in readings.

II-B COMPOSITION

f) Six Compositions- Through School Year
g) Written Reports from Two of Required Readings

II-C SPEECH

h) Two oral Reports on Topics of Interest
One should be on vocational work
i) One oral report on Reading Assignment from above list
j) Telephone conversations

BASIC GUIDE LINES

II-D READING

k) Continue Individual Program for student
l) Vocabulary Unit

II-E GRAMMER

m) Understand Sentence and Paragraph Structure Continuation of Work Started Last Year

II-F

n) Spelling Lists

The same basic pattern would follow for units III and IV. The number of units and the specifics in each would be developed by the basic education specialist.

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NAME ______________________________

LANGUAGE ARTS

AREA I

1-A-LITERATURE	NAME	M	COMMENTS
(a) NOVEL (b) BIOGRAPHY			
READING	INDIVIDUAL DIAGNOSIS		

CONTINUOUS PROGRESS - HIGH SCHOOL SOCIAL STUDIES

Social Studies Objectives

1. Understandings- Facts, concepts, and generalizations from each of the social sciences.

2. Skills- Chronology, vocabulary, map reading, map making, critical thinking, note taking, organizing, communicating, briefing, creating, reading, skimming, listening, summarizing, analyzing, interpreting, reading charts and diagrams, making charts and diagrams, using reference books, using the library.

3. Attitudes (Values, Ethics) - Self-esteem, appreciation of other others, human dignity, human rights, democratic processes, respect for truth, self-evaluation, self-direction, social-action, love of learning, concern about social issues, suspended judgment.

Curriculum

Four levels are recognized as constituting the high school curriculum in social studies. A minimum of eight units of work must be accomplished before a student can go from one level to the next. The units will be different for each individual but they will require in each case: (1) a level of academic difficulty commensurate with the students ability (2) a degree of attainment higher in each case than the preceding unit (3) completion as per contract (4) relevance to both the individual's needs and to social studies broadly conceived.

Performance

Each unit will be selected and structured jointly by the teacher and student. The unit may consist of such activities as (a) reading and reporting on a book (b) working out a series of exercises e.g. in a text, or programmed text, or map construction etc. (c) performing a social science activity such as working in a political campaign or on a civic project (d) creating a social science project or (e) any other appropriate activity agreed on by teacher and student. The unit should be of sufficient scope and duration to represent about 30-40 hours of work more or less depending on the student's skill aptitude and motivation.

Evaluation

The approval of the teacher should be based on the following: (a) did the student do his best work (b) did the activity contribute to his growth in one or more of the social studies objectives described above (c) did his level of attainment in the unit exceed his level of attainment in the previous unit (d) did he complete his contract.

The evaluation may be in the form of (a) an examination of the product by the teacher (b) a discussion between teacher and pupil (c) a written examination (d) any combination of these or (e) other appropriate evaluative procedures.

Certification

A student who completes 32 units in social studies having met the above criteria, may be certified as having completed the requirements in social studies for a high school diploma from the CVA. A student who completes 8 units may be certified to have completed the first level and to move on to the second level and so forth. No time limit shall be set either as a deterrent to or as an accelerant to advancement or retention between the four levels. Thus it is conceivable, but unlikely that a student will complete the four social studies levels in one year. It should be equally unlikely that a student who is serious about this work should require more than five years to complete the four levels in social studies.

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NORWALK PUBLIC SCHOOLS
SCIENCE DEPARTMENT

SCIENCE CURRICULUM - CVA

BASIC GUIDE LINES

1. The basic curriculum for students working toward a CVA high school diploma is shown in the Content Outline.

2. While each area of science shown would represent "One Carnegie Unit" a student may commence work in an area related to his vocational interest. As much independent work as possible should be encouraged.

3. A check-list should be prepared for each student so that a continuing record may be kept of his satisfactory completion of each topic and sub-topic in each of the four major areas. A space to record other areas of achievement in science should be provided.

4. A pre-test and post-test should be prepared for each sub-topic.

5. All possible instructional materials should be made available--programs, texts, audio-visual aids. Where appropriate and feasible, laboratory experiences should be prepared for each sub-topic.

NJN/dg

NORWALK PUBLIC SCHOOLS
SCIENCE DEPARTMENT

SCIENCE CURRICULUM - CVA

CONTENT OUTLINE

BIOLOGY

1. Nature of Life

   Life processes; organization of living things (cells through organs)

2. Types of living things

   Simple taxonomy of plants and animals, with attention to some representative organisms of major phyla

3. Plant anatomy and physiology

   Relationship of structure and function of parts; photosynthesis, respiration, nitrogen cycle

4. Reproduction and heredity

   Asexual, sexual reproduction, mitosis, meiosis; transmission of characteristics-Mendel, chromosomes, genes

5. Human anatomy and physiology

   Structure and function of body organs and systems

6. Health

   Proper nutrition; diseases and their control, hazards of alcohol, tobacco and narcotics; first aid; air and water pollution; city health department, water supply, sewage and garbage disposal

7. Ecology

   Interralation of plants, animals and the environment, conservation

NORWALK PUBLIC SCHOOLS
SCIENCE DEPARTMENT

SCIENCE CURRICULUM- CVA

CONTENT OUTLINE

CHEMISTRY

1. Nature and properties of matter

   General and specific properties; states of matter; change of state; measurement of matter - weight, volume, specific gravity.

2. Structure and composition of matter

   Atom, molecule; element, compound, mixture; solutions; sols and gels; acids, bases, salts; nature of organic substances; periodicity; common chemicals and their uses.

3. Changes in matter

   Physical change; chemical change - analysis, synthesis, replacement, rearrangement; nuclear energy - fission, fusion; laws of conservation of matter and energy.

NORWALK PUBLIC SCHOOLS
SCIENCE DEPARTMENT

SCIENCE CURRICULUM - CVA
CONTENT OUTLINE

PHYSICS

1. Mechanics

   Energy, force, work; friction, gravity, inertia, escape velocity; simple machines; mechanical advantage, efficiency, power, horsepower; air pressure; hydraulics (Pascal) bouyancy (Archimedes)

2. Sound

   Production and transmission; characteristics-ampletude, frequency, wave length; supersonics

3. Light

   Nature of radiant energy; production-incandescence, flourescence; transmission; frequency, color; measurement; refraction, reflection, absorption; transparency, opaquencess; application-optical instruments, photocells

4. Heat

   Nature-molecular motion; production-fuels, electricity; measurement-thermometry; calorimetry; transmission-radiation, conduction; convection; insulation; heating systems; refrigeration; heat engines

5. Electricity

   Nature; sources-mechanical (generators), chemical (cells), heat (thermoelectricity); static, current, DC-AC, conductors, insulators; measurement-volts, ohms, amperes, wattage, calculation of bill; circuits-series, parallel, fuses; transformers, power transmission; applications-appliances, motors, communications devices (telegraph, telephone, radio, radar, television)

NORWALK PUBLIC SCHOOLS
SCIENCE DEPARTMENT

SCIENCE CURRICULUM - CVA

CONTENT OUTLINE

EARTH SCIENCE

1. Weather

Air-mass theory; characteristics-temperature, pressure, relative humidity, winds; instrumentation; cloud forms; storm types; weather maps

2. Geology

Soils; rock types, crystals; land forms; changes in the earth's crust; agents of erosion, and their control - agents of uplift; age of the earth, record of the rocks

3. Astronomy

Earth's motions, seasons, time, locations on the earth; solar system -theories of origin, motion, sun, planets, moons, eclipses; constellations, galaxies, comets, meteors; space exploration

MINIMUM CURRICULUM - MATHEMATICS

I. WHOLE NUMBERS

I. Place Value

2. Rounding off whole numbers

3. Addition

4. Subtraction

5. Multiplication

6. Division

7. Prime and composite numbers

II. COMMON FRACTIONS AND MIXED NUMBERS

I. Highest common factor

2. Lowest common denominator

3. Multiplication property of One

4. Addition

5. Subtraction

6. Multiplication

7. Division

III. DECIMAL FRACTIONS

1. Place value

2. Rounding off decimals

3. Addition

4. Subtraction

5. Multiplication

6. Multiplication by 10, 100, 1000

7. Representing decimal fractions as common fractions and vice-versa

Mathematics Curriculum (Continued - page 2)

IV. PER CENT

I. Meaning of percent

2. Representing whole numbers, fractions and decimals as percents and viçe-versa

3. Three cases involving per cent

4. Applications of percentage, E.G. commission, discount

V. MEASUREMENT

1. Common units of measuring length, area, volume, weight and time

2. Addition and subtraction of denominate numbers

3. Basic units in the metric system

4. Use of ruler, protractor and compass

IV. RATIO AND PROPORTION

1. Meaning of ratio

2. Comparing numbers of ratio

3. Finding the ratio of units of measure

4. Finding equal ratios

5. Ratio to express rates

6. Expressing ratios as decimals and as per cents

7. Use of ratio in scale drawing

8. Meaning of proportion

9. Finding missing number in a proportion

VII. INFORMAL GEOMETRY

1. Types of straight lines, curved lines and angles

2. Bisecting line segments and angles

3. Measurement of lines and angles

4. Drawing angles

Mathematics Curriculum (Continued - page 3)

VII. INFORMAL GEOMETRY (Continued)

5. Construction of triangles and circles
6. Types of triangles
7. Reproducing angles and triangles with protractor, ruler and compass
8. Perimeters and circumference of common geometric figures
9. Introduction of area and volume formulas of common geometric figures
10. Applications of formulas
11. Indirect measurement - rule of Pythagoras - square root

VIII. GRAPHS

1. Interpreting line graphs
2. Interpreting bar graphs
3. Interpreting circle graphs
4. Constructing basic graphs
5. Basic statistics - mean, mode, median

IX. ARITHMETIC FOR LIFE

1. Banking
    a. simple interest
    b. checking accounts
    c. savings accounts
2. Budgets
3. Taxation
    a. Types of taxes
    b. Computation of taxes
    c. Completion of federal income tax - short form 1040A

Mathematics Curriculum (Continued - page 4)

4. Payroll
    a. Weekly wage on per hour basis
    b. Wages based on piecework
    c. Payroll deductions
5. Insurance
6. Installment buying

X. BASIC ALGEBRA

1. Symbols of equality, inequality
2. Solve statements by one operation

SECTION VI

HOW THE PACKAGE WORKS

In the setting of the Center for Vocational Arts the learning activity package follows a particular usage pattern. This pattern is outlined as follows

a) All the printed material for each learning package is stored with the Basic Education Specialist. It is this person's responsibility, working closely and in concert with the counselor-instructor, to assign the proper unit. Also, it is the responsibility of these two professionals to decide when to start each student on a learning package and to encourage and help him, when requested, and when necessary, to successfully complete the package.

b) All the media and other material accompanying the package such as special books, filmstrips, tapes, study prints, shall be housed in the library. The student will collect these as he needs them and store them in the color-coded zipper cases that are issued for each student to use as a means of storing and keeping together the materials that make up one learning activity package.

c) In a guide such as this, it would be helpful if a specific set of instructions could be given in terms of what units each child should take after he finishes one unit. In other words, is it possible to have a definitive hierarchy of units that a child can progress with - a sort of ladder to learning. Unfortunately, this can't be done, because by definition this is an individualized program for each student. Therefore, when a student successfully completes a unit, the student, in concert with his counselor-instructor and basic education specialist, should help determine what specific unit to work on next.

d) Allied with this point is the fact that sometimes, on very rare occasions, he will move so quickly as to finish all of the work in record time. If this should occur, there should be no trepidation about "finishing too quickly". If the student can do it he should be encouraged to do so.

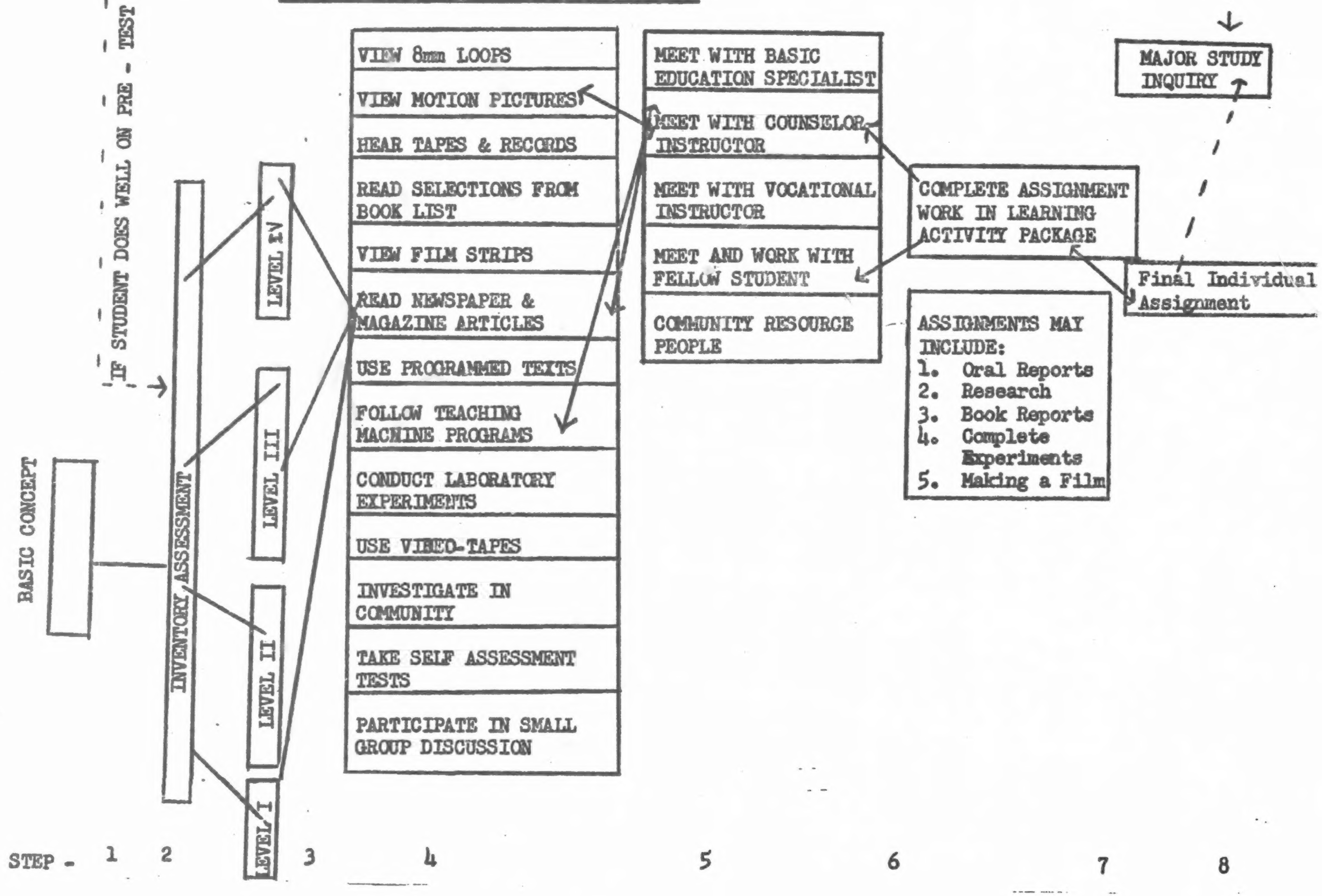
e) On the other hand, and perhaps more typically, some students will get bogged down and perhaps stop working on an assigned unit altogether. Both the teacher-counselor and the basic education specialist should be aware of when this is happening.

The normal prescription for cases like this would and should be to give more attention to the student and enlarge the inter-action with him so he will go back to working on the unit. In most cases this will work.

Once in awhile the above prescription will not work. If this is the case, it would perhaps be better for the student to stop work on this particular unit and start anew on another unit. Let the unit that has bogged the student down be put aside until a more propitious time.

WAY TO USE -- LEARNING ACTIVITY PACKAGE - CENTER FOR VOCATIONAL ARTS

OBTAIN BACKGROUND INFORMATION & SKILLS


IF STUDENT DOES WELL ON PRE - TEST
BASIC CONCEPT
INVENTORY ASSESSMENT
LEVEL IV
LEVEL III
LEVEL II
LEVEL I
VIEW 8mm LOOPS
VIEW MOTION PICTURES
HEAR TAPES & RECORDS
READ SELECTIONS FROM BOOK LIST
VIEW FILM STRIPS
READ NEWSPAPER & MAGAZINE ARTICLES
USE PROGRAMMED TEXTS
FOLLOW TEACHING MACHINE PROGRAMS
CONDUCT LABORATORY EXPERIMENTS
USE VIDEO-TAPES
INVESTIGATE IN COMMUNITY
TAKE SELF ASSESSMENT TESTS
PARTICIPATE IN SMALL GROUP DISCUSSION
MEET WITH BASIC EDUCATION SPECIALIST
MEET WITH COUNSELOR INSTRUCTOR
MEET WITH VOCATIONAL INSTRUCTOR
MEET AND WORK WITH FELLOW STUDENT
COMMUNITY RESOURCE PEOPLE
COMPLETE ASSIGNMENT WORK IN LEARNING ACTIVITY PACKAGE
ASSIGNMENTS MAY INCLUDE:
1. Oral Reports
2. Research
3. Book Reports
4. Complete Experiments
5. Making a Film
Final Individual Assignment
MAJOR STUDY INQUIRY
STEP - 1
2
3
4
5
6
7
8

EXPLANATION OF CHART

The chart is not nearly as complicated as a first glance might indicate. Actually, the chart conveys the touchstones of the total process.

First, everything really starts with the pre-test. Here is the opportunity for both student and teacher to be aware of exactly where the student stands in relation to one distinct part of the curriculum. Also key to this is the fact that the student as a learner has more than one option. If he does well he can go on to either another unit or on to a special quest project.

If, on the other hand, he, as will be most common, will start work on this independent package he has clear and definite things to do. The chart clearly shows the movement from the pre-test to the place where the student is enlarging his background. From the background he can now move into the intra-action and developmental activities which lead to the last part of this chart and the last responsibility of the student in the unit. That is the taking of the post-test.

SECTION VII

CONSTRUCTING THE UNIT

Special Note:

Obviously, a set of guidelines that follows will not fit every learning situation in an exact and neat mold. The nature of each subject discipline and individual units within the discipline makes such uniformity impossible. Rather, it is important to note at the outset that the guides are just guides that aid in developing, but are not expected to be followed in a rigid pattern in writing the units.

Experience has already shown that the overall major precepts that underlie the construction of every unit can be achieved, though in different ways. Ingenuity and flexibility on the part of the curriculum writer is most crucial.

Unit length is another point worthy of comment. Naturally, each set of concepts and content materials will be an important determining factor in this respect. As a general rule of thumb, however, it is suggested that the unit be as short as possible. Experience has shown that longer units are not as appealing to or keep the student's interest.

PART I - CONTENT OF UNIT

A. Decide on specific material to be included in learning activity package unit. Arrange it in a logical sequence. In sequencing the material start, where possible, with the concrete then move towards the abstract.

B. As a check for determining the validity of the content, analyze and be sure a valid rationale exists before putting the content in the selection.

C. A third and final check is to make sure the content outline shows where the one or more major concept is included and developed. This is also true for the sub-concepts.

PART II - ORGANIZING FOR THE STUDENT THE CONTENT IN BEHAVIORAL AND MEASURABLE TERMS

A. To do this include the following:

1. State what the pupil will do.
2. State the conditions under which he will do this.
3. State the acceptable level of minimum performance.

Example - Taking the above statements and keeping in mind the definitions given earlier in this guide, here is an example for use in the writing of learning activity packages:

> "With the use of a soldering iron, a screwdriver, and a pair of needle nose pliers, the pupil will be able to repair the volume control of a radio within a period of 30 minutes."

The above statement meets the conditions as outlined at the beginning of this section.

Restated, the purpose of the unit has been properly developed for inclusion in the learning activity package when it answers the question - How can I evaluate if the pupil has achieved the objective?

B. For the student, use the following guidelines:

1. Tell him why he is working on this unit.
2. Use background information to motivate the student. A variety of media is suggested in providing the pupil with the essential background information needed for the student to not only procede but want to procede.
3. Make sure the exact sequence of activities is known to the pupils.
4. With these activities carefully write directions that are clear and can be understood by all.
5. When possible, insert in the learning packages illustrations that clearly help him understand what is being said and what is expected of him.

PART III - CONSTRUCTING THE PRE-TEST

At this point in the learning package, a number of important parts of the package have been achieved.

1. The content has been selected, outlined, and checked.
2. The content has been written so that the student knows exactly what is expected of him if he undertakes to do the unit. Before doing so, he should take a pre-test in order to:
   a) Determine pupils' readiness for this unit package. If he fails the test he obviously will need this unit or a more simplified unit then this one.
   b) Determine where the pupil is. If he has the knowledge and skills which are developed in this unit, then he should be able to skip the unit and go on to the next one or choose to take major inquiry (quest activities).

Procedure

a) Use the "honest" approach. Inform the pupil of the purpose of the pre-test, namely, this is to diagnose what he knows and does not know so that the instructional program can be tailored for him.

b) Using the list of statements of pupil objectives prepare questions which measure the extent of pupil knowledge and skills of each of these objectives.

c) Tailor your questions by utilizing the measureability factors as stated in student content objectives column.

d) Provide an adequate sampling of all pupil content objectives.

e) Avoid true and false items due to the chance factor. If you use true and false items, include the question why on the instructions that the pupil transforms all false items into true statements.

f) Use multiple choice. Make certain that the distractors are equal.

g) If you use completion items, beware of expecting one word which is the only correct answer.

h) When you have completed the pre-test, check off the test items along your list of pupil objectives to determine if you have tested for all.

i) State the minimal acceptable level of test performance-percentage of accuracy.

PART IV - SELF-EVALUATION DURING USE OF LEARNING ACTIVITY PACKAGE

A close look at the strategy chart shows a great deal of inter-action once the unit is being used by the student. A vital part of this inter-action is in the area of self-evaluation and feedback. This has been made a part of the package because it is important for the student and the instructor.

1. Feedback should be in the form of knowledge of results (correct responses) and reinforcement.
2. Feedback may be in written form in the unit

   The correst responses were, etc. If your response was NO to question 4, go back to .... the correct response was .... because.
3. Feedback may be in the form of teacher-pupil inter-action.
4. Provide self-quizzes interdispersed throughout unit.

   Again, based on the objectives, construct a short series of self-quizzes with a feedback sheet of correct responses on the following page. Specify additional activities for reinforcement assisting pupils who do poorly on the self-quiz.

PART V - THE POST-TEST

The post-test should be administered when both the student and teacher feel the time has come for the student to complete the unit. On occasion, it is possible for the student and teacher to be in disagreement as to whether the student should or should not take the examination. The responsive environment which the learning packages should help in developing in the school will also be helpful in deciding whether the post-test should be taken at this particular point.

Finally, it should be noted that if a decision is reached whereby the student takes the post-test when he did not wish to, this situation should be treated from a guidance point of view if the student does not pass.

A. Purpose

1. To determine to what extent pupil has achieved his objective.
2. This test should measure knowledge, skill development and the application of these knowledges and skills

B. Procedure

1. Use the same procedure as in the construction of a pre-test. Use the list of behavioral measurable objectives.

2. Whenever possible, present problems and create situations in which pupils must apply their knowledge and skills to new situations or contexts.
3. Test for recall as well as application.
4. Determine minimal acceptable level of performances.

PART VI - QUEST PROJECTS

Every unit should have quest projects included for in-depth student work. Students should do these projects only on a volunteer basis and only after he has either successfully completed the unit or has done well on the pre-test.

Once again, it should be stated that the quest projects are not definitive. Indeed, it would be better if quest projects would be suggested by the students themselves. A good time for this to occur would be during the pupil-teacher and pupil-pupil interaction that is taking place while the student is completing the regular unit.

SECTION VIII

EVALUATION

Up to this point, evaluation has been mentioned and stressed a number of times. This evaluation was to build in to the learning activity packages a necessary and important component. It has been an intrinsic part of the package.

This section on evaluation is perhaps best characterized as an extrinsic part of the functioning and use of the packages. Namely, how well they do what they were developed to in terms of being an important part of the program of studies of the Center for Vocational Arts.

A number of practices should be incorporated to answer the above statement as to the effectiveness of the packages.

1. After each student uses a package, he should complete the evaluation form shown on the following pages.
2. At least every two weeks the basic education specialists along with the counselor-instructors should meet to discuss only the use and value of each learning package as it is used by the students.

3. Each counselor-instructor and each basic education specialist should keep a log and specific notes on both his observations of how well the students use the packages and summaries of discussions held between professional and student.
4. If local staff is either too busily engaged in other activities or would wish some assistance in implementing the above three points, a professional from the outside, knowledgeable in the purposes of the learning activity package, should be secured. This person should be able to attend the staff meetings and also observe the students working on the packages.
5. During the school year, as or if needed additions and corrections are to be made with each package, this should be done immediately and next year when new copies are published, they will reflect the changes inserted during the school year.
6. Until 1969-70, all learning activity packages were written during the summer and on a full-time basis. This apparently has proven to be most fruitful. However, there is a need for curriculum writing to be an ongoing,

year-round process; an approach followed with other programs during the school year in the Norwalk School System. Therefore, in addition to doing summer writing of units, there should also be school-year writing of new units. Obviously, the number in the latter category will be small; it will still keep all staff members involved in filling the great need for learning activity packages.

7. A special awareness is necessary to be constantly previewing the new audio-visual materials now becoming available in greater quantities than ever before. By keeping abreast of these materials, it would be easy to make significant changes and additions to the learning activity packages that will improve their quality.

STUDENT EVALUATION OF LEARNING ACTIVITY PACKAGE

SUBJECT AREA ______________________ TITLE OF PACKAGE ______________________

(Circle each answer)

1. I found this package to be:

Great Good Average Fair Poor

Would you please say why you felt this way? ______________________

____

____

2. Do you think the unit was:

Too Long Too Short About Right

Too Hard to Understand Too Easy to Understand About Right

Too Many Audio-Visual Aids Not Enough Audio-Visual Aids About Right

3. Would you do anything to improve this package? YES NO

If yes, would you say why ______________________

____

____

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A PILOT PROJECT TO DEVELOP A PROGRAM OF OCCUPATIONAL TRAINING FOR SCHOOL ALIENATED YOUTH

THE CENTER FOR VOCATIONAL ARTS
NORWALK, CONNECTICUT

RESEARCH REPORTS - 1969

OFFICE OF FIELD RESEARCH AND SCHOOL SERVICES
NEW YORK UNIVERSITY

AUGUST 1969

VT010400

A PILOT PROJECT TO DEVELOP A PROGRAM OF OCCUPATIONAL TRAINING FOR SCHOOL ALIENATED YOUTH

THE CENTER FOR VOCATIONAL ARTS

NORWALK, CONNECTICUT

Conducted Cooperatively By:

United States Office of Education
Dr. Sidney High, Project Officer

Connecticut State Department of Education
Mr. Joseph Murphy, Director
Division of Vocational Education

Norwalk, Connecticut Board of Education
Dr. Harry A. Becker, Superintendent

RESEARCH REPORTS - 1969

UNDER THE DIRECTION OF WILLIAM D. WILKINS
(Director of New York University Consulting Staff)
Professor of Education, New York University

August 1969

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Basic Skills at the Center for Vocational Arts: A Statistical Study

REPORT NO. 1

Dr. John Linhardt, Assistant Professor
of Education, Manhattan College

A Research Report, 1969 series, for the
Office For Field Services, New York University,
Norwalk Project

We wish to express our appreciation to The Psychological Corporation for supplying the Fundamental Achievement Series to us for this research, and their assistance in scoring and tabulation, and especially to Dr. Richard Buchanan of the corporation.

We also appreciate the help given to the project through the use of the computer facilities at Manhattan College.

Introduction

The Center for Vocational Arts has completed its fourth year of providing occupational training for school alienated youth. It enrolled its first students on October 9, 1965 as a pilot-work-study project to develop a program of occupational training through which youngsters could acquire the skills necessary for available job opportunities and to effect behavioral changes, through a program of guidance counseling, occupational training and academic instruction.

The Center for Vocational Arts is essentially guidance oriented with emphasis placed on individualized instruction and guidance in both vocational and academic areas. Each student has a program of vocational training suited to his needs and interests. Aiding each vocational instructor are educational specialists in the areas of English, Social Studies, Mathematics, and Science. Emphasis is placed on small group instruction and programmed instruction.

Each vocational group has a vocational-instructor and a counselor-instructor assigned to it. The counselor-instructor is in close contact with the subject matter specialists, whose work is intimately related to the work training.

Students attend classes for three hours daily and are placed in part-time employment for four hours. The student's progress in occupational training is not based upon the length of time spent in the training program, but rather upon their demonstrated competencies in their chosen fields. This same standard of competency is used for granting a high school diploma or vocational certificate.

The Center is an ungraded school wherein students progress at a rate limited only by their own motivation and ability.

School alienated youth for the Center for Vocational Arts were selected from students in the 15-21 year age group. One hundred and eighty-three pupils were enrolled in the program for this current year. The Center has maintained a policy of rolling admissions and releasing pupils when they have reached their objectives.

The basic approach to provide individualized learning experiences for the pupils has been through programmed material. This material was either purchased from publishers or created by the CVA staff. They constructed units for individualized learning, utilizing the behavioral outcomes approach. Learning activity packages were prepared in the areas of Science, Mathematics, Social Studies and Language Arts.

Vocational training is offered in automotive services, food services, health services, landscapaing and horticulture, office services, maintenance and repair operations, manufacturing operations and retailing services.

STATISTICAL EVALUATION 1969

In 1967, Dr. Raymond Weiss of New York University did an evaluation of the CVA training program.[1] This year, an evaluation of the basic skills was conducted. It was decided by the research team to use the Fundamental Achievement Series by George Bennett and Jerome Doppelt[2] which includes a verbal test and a numerical test, each of which can be administered in about 30 minutes by means of a tape recording. The tape presents the questions and directions and controls the timing.

The Fundamental Achievement Series (FAS) is oriented toward the measurement of currently useful skills in the two symbol systems, verbal and numerical. The tests cover a range of ability from basic literacy to somewhat above the eighth grade level. These tests are intended for use in the employment of adults and adolescents who may not have had the usual exposure to formal education. Three scores are obtained from the administration of the FAS: Verbal (V), Numerical (N) and Verbal plus Numerical (V plus N).

---

[1] Interim Report and Statistical Evaluation, Norwalk, 1967.

[2] George Bennett and Jerome Doppelt, Manual of the Fundamental Achievement Series (New York: Psychological Corporation, 1968).

These tests have been constructed to measure the verbal and numerical capabilities of persons and the authors disclaim any inference that the scores on these tests can be interpreted as measures of general intelligence.

The FAS verbal test includes items which measure the ability to read signs and restaurant menus, to find names on an apartment house list and numbers in a telephone book, to recognize the correct spelling and meaning of commonly used words and to understand orally presented information.

The FAS numerical test asks the examinee to recognize numbers, to tell time, to use calendars and to solve problems that range from simple arithmetic to the computation of interest.

The contents of the tests investigate the knowledge and the competences that a job applicant may reasonably be expected to have acquired in the course of ordinary daily living.

The two 30 minute FAS tests are administered by means of tape recordings which ensure accurate timing and identical presentation for all examinees. Eliminating the necessity of reading instructions helps equalize the opportunity of those examinees who may lack mastery of reading skills.

The FAS is scored by hand. The score for each test is the number of correct answers, 100 for verbal and 69 for numerical. Percentile norms have been prepared and may be found in the manual. Trainees in four anti-poverty programs have also been tested and means and standard deviations are also included in the manual. Retest studies were also reported.

From the data collected and recorded in the manual, reliability coefficients are high enough to indicate satisfactory reliability for the tests.

Procedure

The investigator administered the FAS (Form A) to all students in attendance on three different days in early December. Students sat for only one part of the test on any given day. School alienated youth show a hostility to testing and so many students absented themselves on test days. One hundred seventeen were tested in both the verbal and numerical sections. In early May, two days of post-testing took place, using Form B of the FAS. A total of seventy-three students were in attendance at this time, and took both the verbal and numerical parts of the test. A total of forty-six students were tested both pre- and post, and were considered the experimental group in this study. There were 26 boys and 20 girls in this group.

The tests were hand scored and means and standard deviations as well as _t_ tests were determined by the use of the computer-Fortram IV.[1]

Results

The evaluation of the CVA program in basic skills was intended to provide an indication of a possible change in achievement of verbal and numerical skills over a four-month period of time.

Table I and Table II report the mean and standard deviations of the total group tested. Table III reports the results of 46 students who were pre- and post-tested. Tables IV, V, VI, report the mean and standard deviations of this experimental group into further categories.

TABLE I

PRE-TEST MEANS AND STANDARD DEVIATIONS ON THE FUNDAMENTAL ACHIEVEMENT SERIES (FORM A) N = 117

	Verbal	Numerical	V plus N
Mean	74.9	45.4	120.2
SD	12.4	11.7	20.7

TABLE II

POST-TEST MEANS AND STANDARD DEVIATIONS ON THE FUNDAMENTAL ACHIEVEMENT SERIES (FORM B) N = 73

	Verbal	Numerical	V plus N
Mean	70.05	44.0	113.68
SD	16.23	10.99	25.39

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[1] Manhattan College Computer Center

TABLE III

PRE- AND POST-TEST MEANS AND STANDARD DEVIATIONS ON THE FUNDAMENTAL ACHIEVEMENT SERIES (FORM A AND FORM B) FOR THE EXPERIMENTAL TEST GROUP (N = 46)

	Pre-Test (Form A)			Post-Test (Form B)		
	Verbal	Numerical	V plus N	Verbal	Numerical	V plus N
Mean	75.56	45.82	121.39	71.65	44.52	115.58
SD	11.84	11.58	21.99	16.00	10.70	24.50

TABLE IV

PRE- AND POST-TEST MEANS AND STANDARD DEVIATIONS ON THE FUNDAMENTAL ACHIEVEMENT SERIES (FORM A AND FORM B) FOR THE FEMALES (N=20) AND MALES (N=26) OF THE EXPERIMENTAL TEST GROUP

	Pre-Test (Form A)			Post-Test (Form B)		
	Verbal	Numerical	V plus N	Verbal	Numerical	V plus N
Mean						
Female	79.90	48.15	128.05	78.75	46.50	123.75
Male	72.23	44.03	116.26	66.19	43.00	109.30
SD						
Female	9.38	9.66	17.60	10.81	9.24	18.90
Male	12.45	12.57	23.60	17.17	11.47	26.39

TABLE V

PRE- AND POST-TEST MEANS AND STANDARD DEVIATIONS ON THE FUNDAMENTAL ACHIEVEMENT SERIES (FORM A AND FORM B) FOR THE VOCATIONAL TRAINING AREAS OF THE EXPERIMENTAL TEST GROUP (N = 46)

	Pre-Test (Form A)			Post-Test (Form B)		
	Verbal	Numerical	V plus N	Verbal	Numerical	V plus N
Auto(N=3)						
Mean	68.33	40.66	109.00	63.33	42.33	105.66
SD	13.27	11.44	24.71	17.13	10.20	27.08
Food(N=8)						
Mean	72.12	44.75	116.87	72.00	40.75	112.75
SD	15.02	10.67	24.91	17.39	10.94	27.06
Health(N=2)						
Mean	83.00	50.50	133.50	89.00	50.50	124.50
SD	1.00	2.50	3.50	1.00	.50	16.50
Landscaping (N=6)						
Mean	69.33	40.50	109.83	55.66	39.50	95.11
SD	7.01	12.71	17.28	16.88	11.35	23.31
Maintenance(N=2)						
Mean	80.50	52.00	132.50	78.50	47.00	125.50
SD	1.50	3.00	4.50	.50	9.00	8.50
Manufacturing (N=8)						
Mean	74.25	48.37	122.62	73.25	46.62	119.87
SD	12.09	9.59	20.11	11.03	7.93	17.43
Office (N=10)						
Mean	82.20	48.00	130.20	80.00	48.70	128.70
SD	8.07	8.91	15.43	7.94	8.88	15.58
Retailing (N=7)						
Mean	76.42	44.71	121.14	67.85	43.28	111.57
SD	11.31	16.24	27.31	16.53	13.03	28.16

TABLE VI

PRE- AND POST-TEST MEANS AND STANDARD DEVIATIONS OF THE FUNDAMENTAL ACHIEVEMENT SERIES FOR STUDENTS RECEIVING A VOCATIONAL CERTIFICATE OR A DIPLOMA OR THOSE REMAINING FOR ANOTHER YEAR OF TRAINING OF THE EXPERIMENTAL TEST GROUP (N = 46)

	Pre-Test (Form A)			Post-Test (Form B)		
	Verbal	Numerical	V plus N	Verbal	Numerical	V plus N
Vocational Certificates (N=5)						
Mean	69.80	37.40	107.20	59.40	37.20	96.60
SD	12.30	12.28	21.91	13.15	8.28	18.27
Diploma (N=15)						
Mean	81.80	52.53	134.33	80.53	51.53	130.06
SD	9.72	8.10	16.56	10.24	8.02	17.74
Remaining (N=26)						
Mean	73.07	43.57	116.65	68.88	41.88	110.88
SD	11.38	11.20	21.14	16.66	10.33	24.58

Discussion

A comparison of Table I and Table II does not indicate marked differences in verbal, numerical and total verbal numerical scores of the entire group tested. While none of the comparisons reached the numerical point of statistical significance, the verbal section of the FAS of the total population was approaching significance.

However the results compared favorably with two studies of unemployed adults and trainees in an antipoverty program,[1] as reported in the manual.

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[1] Bennett and Doppelt, op. cit., pp. 12-13.

Table III reports slight changes in the mean and standard deviation of the experimental group (N=46) from the December testing to the post-testing down in May. The means reported for the girls in this study were slightly greater than the means for the boys in the group both for the pre- and post- testing, as shown in Table IV. Verbal scores for the girls decreased much less than the boys from pre- to post-testing.

Table V reports the means and standard deviations for the various vocational training groups. Students are placed in these groups quite arbitrarily, not according to ability, but rather according to interest. No statistical differences can be reported in the testing results.

Those students receiving diplomas, as reported in Table VI, scored higher in both the verbal and numerical sections of the FAS in the pre- and post-testing than did those receiving vocational certificates. Those students still remaining at CVA scored higher than those receiving certificates but lower than those receiving diplomas.

Conclusions and Recommendations

The length of time (four months) allotted for the anticipated changes in verbal and numerical skills was most likely too short for statistically significant changes to have resulted from the testing on the Fundamental Achievement Series. Likewise, the experimental group (N=46) was perhaps too small a section of the entire school population (N=183) to have caused a statistical change. The fact that students at CVA are hostile and somewhat threatened by testing may also be responsible for the type of results achieved.

It is recommended that similar experiments in other subject fields be conducted at the Center for Vocational Arts. A similar experiment should be performed in another high school of the city, so that comparisons can be made. It is suggested that another experiment be performed with a similar group of school-alienated youth and comparisons reported.

A longer period of time should be used to study the effect of the learning packages used at CVA for the individualized instruction conducted.

It is further recommended that a follow-up study of the verbal and numerical abilities of the experimental group be conducted.

CASE REPORTS AND FOLLOW-UP

of

Center for Vocational Arts, 1969*

Talle, Bernard and Wilkins, W.D.

REPORT NO. 2

Written into the original design of the CVA research was emphasis on the continued study of the individual by the counselors. This has been reported on in previous research** In 1969, due to other emphases and curtailment of research funds our study of cases was limited to certain selected samples. These studies are tied to the general follow-up theme of the research for 1969.

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*Again, as in past years, we are indebted to the counselors at CVA for their help in gathering data and locating former CVA members. Particularly helpful were John Allgood, Mark Rossman, Joseph Russo, and NYU consultant, Al Rossi.

**Siegel, Alice; Talle, Bernard; Wilkins, W.D., "Fifty Boys and Fifty Girls at the Center for Vocational Arts. An Analysis of 100 Case Studies." Interim Report and Statistical Evaluation. Norwalk, August, 1967.

Talle, Bernard and Wilkins, W.D., "The Arrangement of Alienated Students into Diagnostic Formulations and Its Relevancy to Counseling in a Center for Vocational Arts." Interim Report, August, 1967.

Talle, Bernard and Wilkins, W.D., "People Do Change: Case Study Reports on the Students, 1967-68." Norwalk Research Report Number Three, New York University, 1968.

Purpose of the Research

With few exceptions, the real test of a school is its graduates. Do they consider themselves successful? What is their definition of success, of happiness? What are their values? Has CVA, in reference to its graduates, contributed to these values, either by supporting the positive ones and counteracting the negative ones? (The words positive and negative are used here only in a social context; i.e., what society labels good values and bad values.)

This portion of the research was designed to determine the following about the graduates: Are they successfully employed? Is their job related to their CVA training? What are their wages? Do they indicate job stability? What is their attitude toward job and employer? Is there a demonstrable relationship between expression of satisfaction with CVA and job satisfaction later on?

A study of a school such as the Center for Vocational Arts would not be complete without some consideration of the students who leave before completing a program. With regard to these the research tried to determine: Why did they leave? How do their employment statistics and adjustment to the world of work compare with those of the graduates?

The Methodology

It is quite difficult to reach the graduates of CVA. Many made appointments and then failed to keep them. Questionnaires were sent through the mail, then post card follow-ups, then telephone calls, then visits to places of employment. Many promised on the telephone to send the questionnaires in, but many also forgot or neglected to do so. This lack of "follow through" is not unknown in this population, and the teachers, the attendance officer, the employers, were aware of it long before NYU consultants experienced it. They interpret this the same way we do i.e., the CVA student and graduate feels no deep sense of responsibility about appointments that do not directly concern him.

In addition to the above, the consultants used personal letters, personal interviews, and alumni group sessions, one of which was taped. These many approaches furnished basis for the conclusions and interpretations.

The Sampling

The research of the past two years concerned itself with the graduates and the students who were currently enrolled. The 1969 research was extended to include the students who left without completing a program. This year, with the exception of a small sampling of twelve 1969 graduates, discussion of the students currently enrolled was omitted.

Of the 164 graduates from June 1966 to April 1, 1969, seventy-eight or 48% returned questionnaires. One graduate is deceased. All of the eighty-five whose questionnaires have not been returned have been contacted with the exception of eight whose whereabouts are unknown.

The response of the students who withdrew before completing a program was less encouraging. Of the two-hundred and thirty-three who attended the Center for Vocational Arts for one month or longer only thirty returned questionnaires. Five of the students are deceased. Of the remaining one-hundred-ninety-nine, thirty that we are certain of did not receive their questionnaires due to lack of a current address.

The findings are presented as follows:

Part I - CVA Graduates and Drop-outs - Tables of statistics with commentary, graduates and students who left without completing a program.

Part II - Follow-up 1969 - A follow-up of six case studies presented in depth in 1967 in a large group, summarized in 1968, and brought up to date in 1969.

Part III - Those in Military Service - A Group of nine servicemen taken from the classes '66 through '68.

Part IV - Graduates 1969 - A group of students currently attending CVA. All except one will graduate between January and June 1969.

Part V - Values and the CVA - A group of twenty graduates currently working and/or attending school in or near Norwalk.

In selecting these particular past or present members of CVA for Parts II through V, the advice of many faculty members was requested, and the basic questions asked were: Who, in your opinion, has been helped most? Who are those that seem to be doing well, even better than anticipated on the basis of their case studies? Apparently the counselors are good judges of potential.

In 1967 some of the teachers and counselors involved in CVA from the beginning were asked to give names of those with definite goals, whether or not they were pursuing these goals, and to what degree they were accepting of the educational process in the CVA context, after rejecting it partly or completely in the traditional school.

There are, among these forty-eight students discussed here, twenty-one who were listed as far back as 1967, and at that time the prediction regarding them was favorable. Statistically, the great majority have developed as predicted, remain in touch with CVA, and continue to grow.

CVA GRADUATES AND DROP-OUTS

This section of the report presents employment statistics, factors relating to adjustment to the world of work and information relating to those who left the CVA before completing a program. The data in Table 10 were taken from the students' permanent records, the data for the statistics in the remaining tables were taken from questionnaires.

TABLE I

JOB RECORD OF GRADUATES JUNE 1966 to APRIL 1969

	Auto	Food	Health	Landscaping	Maintenance & Repair	Manufacturing	Office	Retail	Other	Total
Male Graduates										
Related to CVA Training	3	0	0	1	1	3	0	4	0	12
Unrelated to CVA Training	1	1	0	0	1	2	0	0	5	10
Total Employed	4	1	0	1	2	5	0	4	5	22
Unemployed										3
Military Service										10
School (Employed Part-time)										8
Total										43
Female Graduates										
Related to CVA Training	0	1	2	0	0	0	10	1	1	15
Unrelated to CVA Training	0	0	0	0	0	0	4	0	3	7
Total Employed	0	1	2	0	0	0	14	1	4	22
Unemployed										
Married and/or mothers										8
Unmarried										3
School (employed part-time)										2
Total										35

Excluding military service, school and married categories, 88% of graduates in sample are employed full time.

TABLE 2

DISTRIBUTION OF RESPONSES TO THE QUESTION: HOW DO YOU FEEL ABOUT YOUR JOB? GRADUATES JUNE 1966 TO APRIL 1969

Response	Male N=22	Female N=22	Total N=44	%
I like It Very Much	12	17	29	66
It is Good Enough or Fair	8	3	11	25
I Don't Like It	1	2	3	7
One Invalidated Answer	1	0	1	2

TABLE 3

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT ARE YOUR WORK PLANS? GRADUATES JUNE 1966 TO APRIL 1969

Response	Male N=22	Female N=22	Total N=44	%
I Intend to Stay On This Type Job for Awhile	17	16	75	33
I Am Thinking of Changing My Type of Work	4	5	20	9
I Have Already Taken Steps to Change my Type of Work	1	1	5	2

TABLE 4

GRADUATES AND DROP-OUTS COMPARISON OF DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT ARE THE CHIEF REASONS YOU STAY ON YOUR PRESENT JOB?

Responses	Graduates Number	%	Drop-outs Number	%
I Enjoy the Work.	30	27	9	20
The Work Itself is Important and Needed by People	12	11	6	13
I Want or Need to Work and Can't Find Anything Else Right Now	8	7	7	15
I Can Get Better Pay and More Benefits on This Job Than I Can on a Job that I Might Enjoy more Than This One	4	4	4	8
I Like the People I Work With and For	24	22	9	20
This Job Offers Good Chances for Promotions and Advancement Later	17	15	2	4
It is Close to my Home	15	14	9	20

The students were asked to select three responses ranking them in the order of importance for themselves. Since many simply checked the responses, some checked only one or two, and some made no response, it was felt that this format presented a clearer picture.

TABLE 5

DISTRIBUTION OF RESPONSES TO QUESTION: IN CONNECTION WITH YOUR JOB, WHAT ARE SOME OF THE THINGS WHICH WOULD MAKE IT BETTER OR A BETTER PLACE TO WORK?

Graduates June 1966 to April 1969 N = 44

Rank	Responses	Number
1	Everything is fine	11
2	More money and more benefits (more money 5, more money and benefits 1, more benefits 1)	7
3	Improve physical plant	6
4	Better management (better management, supervisors are confusing, more organized working procedures, need more employees)	4
5	Better relations among personnel	3
6	Miscellaneous: the location, chances for promotion are slim, like to see more young people, need to know more about my work, nothing that would make much difference, I don't know	1
	No response	12

Several gave more than one response

TABLE 6

DISTRIBUTION OF RESPONSES TO QUESTION: HOW COULD YOUR EMPLOYER HELP YOU MORE?

Graduates 1966 to April 1969 N = 44

Rank	Responses	N
1	Good, couldn't be better, helping all he can	9
2	By helping with problems of work and being more friendly and understanding (by explaining what is expected of me, by listening to suggestions instead of just do or die, by being more sensitive to the needs and problems of employees, by evaluating employee's work and promoting according to performance, by being nice to others and talking to people in a nice way, be more friendly, help me with difficulties in my work).	7
3	Don't know	3
4	More money	2
5	Miscellaneous: nothing that would make much difference; not very much; he can't; no way, the job is dead; make the shop cleaner and cooler; promoting me.	1
	No response	17

TABLE 7

JOB RECORD OF STUDENTS LEAVING CVA WITHOUT COMPLETING A PROGRAM

Male Graduates	Auto	Health	Manufacturing	Office	Retail	Other	TOTAL
Related to CVA Training	0	1	1		0	0	2
Unrelated to CVA Training	1	0	0		1	4	6
Total Employed	1	1	1		1	4	8
Unemployed							2
Military Service							6
School							1
TOTAL							17
Female Graduates							
Related to CVA Training		1		1	0	0	2
Unrelated to CVA Training		1		1	1	4	7
Total employed		2		2	1	4	9
Unemployed							
Married and/or mothers							1
Unmarried							3
TOTAL							13

a) Excluding military service, school and married categories 70% of the males, 75% of the females, and 73% of the total are employed full time.

b) one male works only ~~1~~25 hours a week.

TABLE 8

DISTRIBUTION OF RESPONSES TO THE QUESTION: HOW DO YOU FEEL ABOUT YOUR JOB?

Students Leaving CVA Without Completing
A Program

Response	Male N=8	Female N=9	Total N=17	%
I Like it Very Much	3	6	9	53
It is Good Enough or Fair	4	3	7	41
I Don't Like it	1	0	1	6

TABLE 9

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT ARE YOUR WORK PLANS?

Students Leaving CVA Without completing
A Program

Response	Male N=8	Female N=9	Total N=17	%
I Intend to Stay on This Type Job for Awhile	3	6	9	53
I am Thinking of Changing my Type of Work	4	3	7	41
I Have Already Taken Steps to Change my Type of Work	1	0	1	6

TABLE 10

REASONS FOR WITHDRAWAL -- STUDENTS LEAVING CVA WITHOUT COMPLETING A PROGRAM

N = 233[a]

Reason Determined at Time of Withdrawal	N
Transferred to another school or training program[b]	37
Physical Illness or Disability	3
Academic Difficulty	1
Lack of Appropriate Curriculum[c]	7
Poor Pupil-staff Relationship	1
Dislike of School Experience	14
Parental Influence	1
Needed at Home	3
Economic Reasons	5
Employment	95
Marriage or Pregnancy	11
Other Known Reasons (Personal)[d]	30
Reason Unknown	22
New Residence With School Status Unknown	2
Death	1

[a] Does not include eight students who have returned to CVA and are currently enrolled.

[b] Includes four to job corps, and three to corrective institutions.

[c] Two entered beauty culture school.

[d] Includes military service.

Are The Graduates Successfully Employed?

Although the sampling is small (forty-eight percent of the total number of graduates) the statistics seem to indicate some degree of success - When considering the fact that 88% of the graduates who we would expect to be working are employed full time it should be kept in mind that these are students who for the most part attribute their employment to their attendance at the Center for Vocational Arts. This statistic is strengthened by the fact that 66% of those employed like their jobs and 25% find their jobs good enough or fair (Table 2).

These statistics are in contrast with those of the students who left before completing a program. Table 7 shows that 73% of those we would expect to be working are employed full time. These students apparently are less satisfied with their jobs than are the graduates as incidated in Tables 8 and 4. Fifty-three percent like their jobs, 41% find them good enough or fair, and 15% of the dropouts contrasted to 7% of the graduates are working at their present job because they can't find anything else right now.

The modal hourly wage of the males employed full time is $2.39 (This is calculated on the wages of 19 since three omitted their wages). It might be more accurate to exclude the wage of one handicapped student who makes $1.15 an hour and thereby record the modal hourly wage at $2.46. The modal hourly wage of the female graduates is $2.20. (This is calculated on the wages of 20 since two omitted their wages).

That there is no marked contrast between the graduates' wages and those of the students who withdrew might be attributed to the fact that the latter have been in the job market for a longer period of time. The modal hourly wage for the females is $2.06 and that of the males is $2.51.

It should be noted here that for some withdrawal from the CVA did not mean a termination of training and/or education. Of the nine female dropouts employed full time two went to a secretarial school and attended adult education classes, two attended adult education classes for high school diplomas, one attended a beauty culture school, and one attended an inservice school of nursing. The latter did not complete the course but is working in that field. These factors change the wage picture considerably.

Relationship of Job to CVA Training

As indicated in Table 1, 61% of the students are employed in jobs directly related to their CVA training. The breakdown for male and female is: male 55%; female 68%.

The headings on the table indicate the type of work in which the graduates are presently employed rather than their area of training while at CVA. That the students have benefited from their training in that they have practiced a transfer of skills and that they have attributed their employment achievements to various aspects of their CVA training is indicated in the tabulations that follow.

TABLE 11

IS JOB RELATED TO TRAINING?

Area of Training	Present Job	Response to Question: Is This Job related to your CVA Training. If so, in what way?
Retail	Carpet mechanic	"Yes, standards of living and values made me aware of the business world."
Retail	Car mechanic and counterman	"In a way - counterman. Business training helps me to understand the business side."
Auto	Landscaping	"I can work on the tractors and lawn equipment."
Retail	Beautician	"The retailing trained me to sell my products and myself. I have much more self-confidence."
Office	Clerk-typist	"Yes it is because all my teaching was from CVA and all my learning experience is from the school. All my work is what I have learned and it is very interesting."

The comparable statistic of the students who withdrew is 24% as shown in Table 7. This is not at all surprising if viewed within the frame of reference of the reasons for withdrawal given by those who are working in jobs unrelated to their CVA training. The tabulation of the responses on their questionnaires follows.

TABLE 12

REASONS FOR LEAVING

Response	N
Not satisfied with the area offerings	3
Dissatisfied with the school and/or members of the staff	3
Dislike of school	2
Economic Reasons	2
Entered a different field of training	1
Placed in a corrective institution	1
Married	1

Job Stability

Job stability is difficult to determine. The alumni were asked to list the jobs held and to include intermittent periods of unemployment. Some of the students found it difficult to recall all of the jobs held at various times and although we might expect some periods of unemployment there were none indicated. From the material gathered it was ascertained that job changes averaged 1.95 for the male graduates, 1.90 for the female graduates, 2.5 for the male drop-outs, and 3.0 for the female drop-outs. Of note is the fact that of the 44 graduates employed fulltime 14 are working for the same firm for which they worked while attending CVA.

An indication of stability on the graduate's part might be gleaned from Tables 2 and 3 as a lack of stability on the dropout's part might be suggested by Tables 8 and 9.

Twenty-five percent of the graduates find their jobs good enough or fair and 7% do not like their jobs, yet only 9% are thinking of changing their type of work and 2% have already taken steps to change their type of work. On the other hand 41% of the dropouts find their job good enough or fair, 6% dislike their jobs, 41% are thinking of changing their type of work and 6% have already taken steps to change their type of work.

Satisfaction with CVA and Job Satisfaction

The responses of the 1968 employed graduates relating to their present attitude about their job were compared with the responses they made last year regarding their feeling about the CVA. The questionnaires of the two years were matched student for student which resulted in a total of twenty-six students having questionnaires for both years. The tabulations that follow do not show a demonstrable relationship between expression of satisfaction with the CVA and job satisfaction later on.

TABLE 13

SATISFACTION WITH CVA AND JOB SATISFACTION

	Attitude Toward Job - 1969			
Feeling About CVA Response Made in 1968	Like job very much	Job is good enough or fair	Don't like job	TOTAL
Expressed praise or satisfaction	17	6	1	24
Thought CVA fair	0	0	1	1
Did not like CVA	1	0	0	1
TOTAL	18	6	2	26

FOLLOW-UP 1969*

Ginny

This graduate is best revealed in a letter she wrote to NYU. "I fully realize the importance of your program and was sorry I couldn't attend the meeting (of selected alumni), but my mother was hospitalized suddenly and she was my first concern. . . . I think I am an immense success because so far things have been going so well I can hardly believe it. . . . I am lucky enough to have a wonderful husband . . . . I work 20 hours a week. . . I like my job . . . . All the people are friendly and nice . . . I work only part time and go to Norwalk Community College full time . . . last semester I made the Dean's List with two A's and two B's. I'd have to be insane not to be happy with that . . . . I think success is being happy with what you are doing and being good at it as well. . . . I would say a person is happy if he conquers his personal or physical handicaps and attains his goals with a reasonable degree of self-confidence and satisfaction. . . . I believe the thing uppermost in my mind right now is getting thru school. . . I have been married four years and I have been going to school three of them. My husband is getting impatient! . . . Eventually I want to teach, preferably the handicapped. . . . CVA was a tremendous help to me . . . . One important fault I found is that they don't have an adequate program for the college bound, and some kids may not be as fortunate as I was."

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*See Talle, Bernard and Wilkins, W.D., "People Do Change: Case Study Reports on the Students 1967-68, the Center for Vocational Arts." Research Report Number Three, New York University, 1968.

Joe

In 1966 Joe was reported as coming from an unhappy home, was distrustful of people, was a chronic failure in school, had a low I.Q., had a severe stuttering problem, a very negative self-image. He received his vocational certificate in 1968 and was determined to return to CVA and earn a high school diploma.

Joe received his diploma June 1969. He is working full time, plans to get further education in night school, gives the impression of being self-confident, assured (the interviewer writing this report spoke to him on graduation night and all the fears so evident in 1967 have become minimal) Joe appears to be far more mature than his age would indicate. In other words, he has done exactly what he said he would do when he received his vocational certificate in 1968. His values, then expressed, were clear cut; his motives sound; his persistence stimulating; his present achievement laudatory.

Mary

Mary has achieved her goals and has been working in the vocation of her choice since leaving CVA. However, at this time she is the victim of circumstances, perhaps guileless, perhaps knowingly, and there is nothing this report can offer until it is established that Mary made a good or bad choice in her associates.

Ron

Quite happy and contented, but success has made him more ambitious than ever. He is a mechanic, and this is directly related to his education at CVA. He is going to school and has an apprentice grant. In time he expects to own his own garage. Finds his work challenging and enjoyable, likes his employers and fellow employees. While the salary is "O.K." he is assured that it will get better. For this he is willing to work, to continue his mastery of his trade, and to plan for the day when he will achieve his stated ambition of ownership and operation of a "car hospital."

John

He received his diploma in 1968 and began to work full time at the same job he held as a student. He changed jobs within the year and the change was a promotion. He is now a manager in a retail store and relates his present success directly to CVA training and opportunity to earn a high school diploma.

He began college with a bachelor's degree in mind but decided not to continue, at least at this time. Reason: working full time and going to school several nights a week was too much. However, further education is still his ambition.

John likes himself much more than he did in 1967. There were few redeeming features about his performance, attitudes, and achievements prior to and during his first year at CVA. Self-deception has been replaced by self-discipline; antipathy has been replaced by ambition; self-pity has been replaced by success. John himself sees that he came as close as he could to the unpleasant category of "loser" before deciding that a different, more exciting more worthwhile road was his to follow, if he so chose. He so chose, and is doing well. He has remained in contact with CVA.

Bill

Of all the case studies reviewed in the past three years, this is one of the most poignant and rewarding in terms of helping a struggling, hurt human being. Bill encountered early in life the full impact of racial prejudice. CVA responded to his need, as evidenced in the 1968 report, and since graduating, Bill has continued moving up. He is presently a member in good standing in an apprenticeship program and is working as planned.

THOSE IN MILITARY SERVICE*

Since only rarely has the CVA graduate found refuge in the college, he is eligible for the draft. The research team had replies from many of those in the services. A letter from one of them sets the general tone:

8 May 1969

Dr. Wilkins,

I'm sorry I can't answer your questions because I'm in the Army now, but I'll tell you this. CVA was and is the best school I have ever attended and always will be to me. I learned a lot more than school work there. I learned what responsibility is and how to live up to it. I learned what it is to be a man and I owe that to CVA.

Yours truly,

Eugene--------------

Thirty-four percent of the class of '67 are in the military and 24% of the class of '68. The decreasing percentages are in direct relation to their ages.

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*We are again indebted to the counselors and particularly to John Allgood for information on servicemen.

There are no known cases of either a dishonorable discharge or a general discharge. There have been one or two known releases based on medical disability. Such discharges as CVA experienced have implied no moral or social stigma.

There are at least three known decorations for valor and performance beyond the call of duty, and one graduate has been so honored more than once. And there have been purple hearts. One graduate has been wounded four times. And there have been deaths.

Here are samples of nine service records of CVA graduates, ranging from 1966 to 1968.

Serviceman A - Graduate '67, presently stationed at Ft. Monroe, Virginia. Second Year in the service. He has been promoted to sergeant, and present duties are in food service. He has remained in touch with CVA, primarily thru his parents.

Serviceman B - He is a non-commissioned officer in the Air Force presently stationed in the Da Nang area, where considerable fighting has taken place in the last twelve months. He is a motor pool driver, and this is related to his CVA training. While a student here, writing his thoughts on paper was not one of his skills, but now he writes weekly letters. He is also a volunteer for Vietnam. The Air Force selected him on the basis of tests and he outscored two other CVA graduates who had better academic records. He is continuing his education and is doing well. Programmed learning, which the Air Force uses, is not new to him. He had it at CVA.

Serviceman C - An Air Force mechanic who took retailing at CVA but who spent a lot of time in the automotive area. Worked in an Auto Supply house while in school and he attributes his present progress to some of his training here.

Serviceman D - Joined the Marines. While at Paris Island boot camp, he was elected honor corporal of his company. Presumably in Vietnam, maintains contact with two other CVA alumni in the service, and writes CVA once or twice a month.

Serviceman E - Stationed in Rhode Island in the Navy's construction battalion. He operates heavy equipment at some of the Atlantic Coast bases, is a petty officer, 3rd class. His promotions have been unusually rapid. He worked in landscaping at CVA.

Serviceman F - He is a Rifleman in the 1st Division in Vietnam. He did very well at CVA. Was dependable, capable and mature.

Serviceman G - Is a paratrooper in Vietnam and went there as a volunteer. In spite of being wounded four times (4 Purple Hearts) he is not bitter. Presently home for an operation on his leg. He is finishing his second voluntary assignment to Vietnam.

Serviceman H - Like Serviceman G, he volunteered for two tours of duty in Vietnam and has been wounded twice. He is a Platoon sergeant who has manifested real leadership and great courage. He has been in the Marines less than two years.

Serviceman I - He is a helicopter mechanic and trained in the automotive area here. He also had some training in Retailing which he is now using. He has been in the Navy less than a year.

In all cases, the parents of these young servicemen are grateful to CVA for staying in contact with their sons.

GRADUATES 1969

As stated, the twelve "nominated" students have the confidence and commendation of their counselors and teachers. All were personally interviewed by a NYU representative and these are the results:

1. The need the students feel, so often expressed and noted in past research, of a one-to-one relationship between adult and student continues to be of paramount importance as far as the student is concerned.

2. A perceived gain in self-confidence, an almost non-existent attitude prior to enrollment, comes thru very clearly.*

3. The interviews reveal that all these students like themselves a little better (and two like themselves much better) since they have withdrawn from the traditional school structure. They realize that liking themselves is important, and the success they enjoy makes a big difference.

4. At this time in their lives, these students considered CVA the best solution to their particular school problems, be they academic or personal.

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*This and point 4 are in agreement with previous research. See Banks, Beaulieu, Lindhardt, and Wilkins "How Students at CVA See Themselves." Norwalk, NYU Research Report Number Two, 1968.

5. They, as well as many who preceded them, continue to suggest that CVA should insist on a stronger academic approach and on supervised study. They understand that there are limits to this approach, and they are intolerant of "people on their backs" but they want demands to be made on their performance. While attaching primary significance to the vocational aspects of their education, quite a few feel a need for academic growth as an important part of their total education.

6. They, as well as some of the more perceptive (or critical) graduates, are occasionally disenchanted with non-performers, those who "take advantage" and do no work, make no progress. They relate this to the age bracket and/or maturity and it supplements an observation on one of the taped interviews. Two graduates of '68 say on this tape that when students are treated as adults, only those who accept the responsibility for this freedom and use it constructively profit from the experience. Those who do not or cannot respond to this freedom may actually suffer and regress. Other youth studies, particularly the Job Corps, found that the younger and the immature, regardless of age, had a poor prognosis for success.

7. Graduation is the important goal.

8. All state unequivocally that they are "doing better" since enrolling at CVA. However, one states that

VALUES AND THE CVA*

Bernard Talle

It is felt that some place had to be found in this research for a look at student values. This is a follow-up of theories appearing in all previous research reports. The author of this section of the report is responsible for the interpretations found in this section.

This part of the research concerns itself with graduates who have, in the opinion of those counselors who know them, done well since leaving CVA. In order to substantiate this opinion, all of their questionnaires have been carefully scrutinized and where there were doubts about the implications of some answers, a personal phone call or a letter to the individual was used to clear up any ambiguity.

Again, we are concerned about values. The meaning of success, self-confidence. These graduates were screened because, at one point in time, their life pattern was devoid of established values, and at a later point in time, values began to emerge. Now we have arrived at another point in time.

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*For background material related to this discussion see Beaulieu, Lindhardt and Wilkins, "A Comparative Study of the Perception of the School by the Students 1967-68" Research Report Number One, Norwalk, New York University, 1968.

Significantly, the great majority of those discussed here are on lists going as far back as January, '67, which is to say that the optimistic pattern that began developing then has not changed to any extent. Some have not broadened their values as adults would hope, but none of these discussed has rejected sound values, as skeptics would expect. And this fact that everything is not perfect simply gives credibility to the investigation. Real achievement is solidly evident; anti-social behavior and self-rejection is not evident at all.

One value is constantly referred to. The majority of these young graduates want more education. In the sixteen questionnaires being used, eleven specifically state that college and/or further training in their skills is of paramount importance to them. Quoting directly from them:

"Can CVA help me in any way? Yes! Help me get into college". . . . Yes, if they had courses in advanced bookkeeping or advanced accounting" . . . "Yes, teach me another trade" . . . "Yes, there is always someone to listen to your problems" . . . ."Yes, definitely: I have no experience in 'steno' and while I'm studying on my own, I would like to venture further" . . ."Yes, I want to go to college" . . ."Yes, they can give me business advice."

Such a response is unusually education-oriented, but with this type of person, one would perhaps expect it. However, it cannot be too strongly emphasized that the great majority of all the questionnaires returned evidence the same great desire for further training. In many cases they are using college and further training as synonymous. The point is they see a need and they seek the opportunity to better themselves.

A study of their salary scales and whether or not these graduates are content with them indicates another value. While none of them is making a lot of money - the usual pay runs from $2.00 to $3.00 per hour, with most of them making about $2.35 -- neither are they satisfied. They are looking ahead, planning to improve themselves, and say that they are constantly looking for jobs that offer advancement. Two feel that they are underpaid -- and they may be right. However, a check of their employment pattern over a two-year span reflects a dissatisfaction with several jobs they have held. Another seems concerned only with making money. This is an admitted value, but he is forced by circumstances to make this money by long working hours, two jobs, saving, whereas he would like to convert into money his ability to think and decide.

Of unquestioned value is the willingness to concede that employers may often be right, and if they're not, they're still the employer. By extension, this applies at least in part to fellow employees. One would expect dormant hostility to externalize itself on occasion with blame directed at the employer and dislike felt for fellow employees. Obviously, this is the case for some CVA graduates. The subjects of this discussion present a little different picture. Quoting from them, in reference to the questions "How do you feel about your job?" and "What are some of the things that would make it a better place to work?" and "How could your employer help you more?"

Survey 1 - "I like my job very much." ($3.00 per hr.) the employees are great.

Survey 2 - "I like it very much." ($2.20 per hr.) I like my fellow employees.

Survey 2 - "My job is perfect as far as I'm concerned."

Survey 3 - "More money, but I just received a raise." ($2.05)

Survey 4 - "Make the shop cleaner and cooler" ($2.35)

Survey 5 - "More electric typewriters and more organized working procedures" ($2.29)

Survey 6 - "He could help me by explaining more clearly what he expects." ($2.15)

Survey 7 - "I like my job, and my employer has given me all the help I need" ($2.50)

Survey 8 - "I don't like my job, and one improvement would be a new boss"($2.75)

Survey 9 - "I like it very much, and I really enjoy the people I work with." ($140.00 per week)

Survey 10 - "There aren't any benefits for the employees." ($2.15)

Survey 11 - "I don't like it" ($1.60)

It is valid to assume that those who enjoy the working world do so not so much because of the salary, but because they're getting along with their employers and fellow employees. One very "successful" graduate has two other CVA graduates working under him. He earns more than $10,000 and is given much responsibility. For many, there is a change in attitude that reveals a lot. In this cross-section, the two who don't like their jobs have understandable reasons. One is making relatively good money, but does not like the way his employer tells him what to do. He had this problem before. He has also had three jobs since August '68 and there is no relationship in the talents needed for these jobs. The other dissatisfied graduate simply isn't making much money.

The other surveys used in this part of the report are those of part-time workers who are also attending school. All are satisfied with the employer and fellow employees.

One has to read meaning into some of the questions in order to arrive at what success means to these graduates. These attitudes emerge. Success is not a static quality. It changes from day to day, but it is always closely associated with self-confidence, which in turn furnishes the thrust to higher goals. "Success is when you are happy, which for me means 'doing my thing' without hurting anyone else." This, in the final analysis, simply means being free, coping with daily little crises, accepting the failures, enjoying the successes, and keeping right on moving toward worthwhile goals.

Among the several alumni participants in the group discussion were: a young woman who ambitions to be a registered nurse but is not sure she will be able to do so because of her abilities and because she plans marriage in the forseeable future; a man who is making excellent progress in the work for which he was trained, and who plans marriage in September; a young woman, age 23, mother of two, who is at present a legal secretary and who plans to continue her scholarship if her health permits.

The group sessions addressed themselves to the meaning of success and to important values, keeping in mind the rather specific definitions -- whether spoken or unspoken -- that CVA offers.

CVA says in its program and through its teachers and counselors that success is relative, that it is directly related to what you want to do with your talents and is not to be measured in comparison to others, that there is a place for everyone in American society, that finding one's niche can be and should be immensely satisfying, that one is a success if one thinks he is, provided one does not use this conviction to escape into an unreal world, to be irresponsible and parasitic -- and call it "doing your thing."

No doubt the traditional high school defines success in the same frame of reference, but with these two basic differences: 1) The over-riding importance of college, and with this there is the assumption that going to college is a sure means of creating a better, more comfortable world for oneself. The average CVA graduate can reject this added dimension of success without considering himself a failure; 2) the importance the traditional high school must attach to marks as a measure of achievement is avoided at CVA. For many of these students, marks were a threat to be avoided rather than challenged. At CVA the threat to success simply loses its impact because those who respond to the teachers and counselors are succeeding, and because the program is geared to the individual's ability.

CVA offers the traditional values and the graduates accept them in varying degrees. The more obvious values are those which the students were, at their inception, poorly qualified to accept and less able to acquire. In the majority of the case studies analyzed in previous years, there was little example of self-support, stability on the job, total commitment to family life, acceptance of society's usual strictures on personal freedom.

The tape and notes from another alumni conference not only points out a wholesome view of success and acceptance of basic values; it also reflects very strongly the enriching experience of having truly concerned adults available. For many at CVA this was a unique and vitally necessary experience and the message comes through clearly. This has been thoroughly documented in past research.

One of the group (he plans to marry in the next six months or so) made this remark:

"You know what CVA does? It makes it possible for a guy to attract a girl, get a job, a car, and get married. That's what every guy wants. No girl goes for someone who doesn't graduate somewhere, and no employer pays much attention to you if you can't make it through high school. So when you get right down to it, that's what CVA is all about. A lot of guys wouldn't get the chance at what they really want if this place didn't exist."

CVA Not Perfect

Even though the basic intent of this phase of the research is to delineate the more positive thinking, attitudes and values of CVA graduates, it should not be assumed that they subscribe totally to the program. The following evidence reveals another value-maturity.

They were rather critical of the policy -- as they understand it -- of admitting younger students. As they see it, this is "asking for trouble." As one of the group put it, "Not everybody can take the freedom. You come here, they treat you like adults, let you make some choices, don't bug you with a lot of pressure, and what happens? Me -- I liked it, and I studied -- I really studied. But even when I was here with older kids, there were quite a few that couldn't take the freedom. They goofed off. Eventually they caught on, but not everyone. Some quit, and never came back. So all I want to say if you can't handle this maturity bit, you don't get much out of CVA."

Another responded to this in part, stating that much of the present student body looked younger and acted younger than his entering group. To quote him directly, "Maybe they can't help it if they're just kids, but I don't think it's a good thing."

One more value that may seem surprising is that the group felt that more could be demanded of students if the right faculty member pushed the right student at the right time. Which is to say that this kind of realistic and legitimate demand is not only desirable, it is also possible under the right circumstances.

SURVEY OF JOB TRAINING

THE CENTER FOR VOCATIONAL ARTS
Norwalk, Connecticut

Donald R. Mullaney and Burdette Gleason

RESEARCH REPORT NUMBER THREE, NORWALK

Under the direction of

Professor William D. Wilkins

THE CENTER FOR FIELD RESEARCH AND SCHOOL SERVICES

NEW YORK UNIVERSITY

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SUBJECT

Page

Survey of Job Training Experiences Received Off-Campus in order to:

I. Establish relations between part-time jobs and the training being received at C.V.A.

   A. Overview of Training areas
   B. Job Placement Criteria

II. Make concrete recommendations for changes in emphasis of training and specific details of training, so that school programs correspond more clearly to the work needs.

III. Make recommendations to improve relations established in Section I between job and training.

INTRODUCTION

The program being undertaken by the Norwalk Public Schools at the C.V.A. and in the Norwalk community for its alienated youth is a "breath of fresh air". It offers a new opportunity for youth to learn basic skills; to acquire positive work habits; to improve self-concepts and to heal damaged egos; to develop realistic goals for adult living; and to establish liaison with a society which previously may have seemed hostile and impenetrable.

After numerous visits to C.V.A. involving interviews with nearly all of the professional staff and many of the students and contacts with some employers, former students, counselors in the Norwalk High School, and the Connecticut State Employment Office, we believe that the Center for Vocational Arts has served, and continues to serve, a vital function.

The recommendations we make are in the context of the preceding paragraphs. The intent is to be constructive and, in no way, to impugn the efforts currently being made at the C.V.A.

I. Relationship between part-time jobs and training at C.V.A.:

Of the students currently enrolled at C.V.A. (182), 108 are employed (59.4%). Sixty-six (66) students are employed in jobs which are related to the occupational areas for which they are receiving training. Of the students employed, 61% are employed in jobs related to the area in which they are receiving occupational training. Compared to the enrollment at C.V.A., however, the number employed in jobs related to occupational training represents only 36%.

The fact that less than 60% of the students enrolled in the program are employed concerned the surveyors. It further concerned the surveyors that only 36% of the entire enrollment and only 61% of the employed enrollment hold jobs related to the occupational training they are receiving.

I. Relationship between part-time jobs and training (cont.)

The survey team discussed its concerns with the professional staff and a sampling of students at C.V.A. From these discussions, the following information and rationale were obtained:

1. Why are less than 60% of the students enrolled in the program employed?

   a. 72 students enrolled at C.V.A. are under 16 years of age and are, therefore, unemployable under Connecticut Labor Laws. (Note: six 15-year-olds are listed as employed and included in statistics used.)

   b. A number of the students are unemployable because of personal problems, personality disorders, etc.

   c. Several students remarked that they had been employed; but had given up these jobs so that they could devote full time to complete the instructional 'packages' required for graduation.

   d. Several students said they would find summer jobs; but didn't 'feel' like working now.

2. Why are only 61% of the employed enrollment holding jobs related to the occupational training they are receiving?

   a. Many students are employed when they enter C.V.A. The security of the job is very important to the student; and he is unwilling to give it up even when it does not relate to the training being received.

   b. Some students have transportation problems which limit employment opportunities to jobs near home or convenient to bus lines.

   c. Students engaged in the manufacturing area must be 18 years of age (according to state law) to be eligible for jobs related to machine operations.

   d. Students in health occupations have difficulty in obtaining employment in Norwalk hospitals.

   e. The staff and Dr. Wilkins questioned relevancy of specific work experiences or occupational training to long-range employment in mobile and rapidly changing labor market. Orientation to the world of work and attitudes toward work seemed to be of at least equal importance in their concept, as specific training and specific experience.

I. Relationship between part-time jobs and training (cont.)

The survey team visited the Connecticut State Employment Office to determine the relevancy of the occupational offerings at C.V.A. to employment opportunities in the Norwalk area. Mr. Thomas Gagliardi, Director of the Employment Office, confirmed that the eight occupational areas currently offered at C.V.A. are among the 'high demand' areas for employment in Norwalk. He stressed the fact that the greatest need was for clerical workers. He further emphasized the need for workers in electronics and health occupations, including medical and dental assistants. There seemed to be no difference in the demand for male and female workers. The unemployment rate for Norwalk, in May 1969, was 2.9%, which is the second lowest rate in Connecticut.

A. Overview of Training Areas:

1. Automotive Services

Survey of the students enrolled in the Automotive Services program indicates that ten of the seventeen, who are employed, have jobs which relate to the training being given at C.V.A. Four of the students employed are classified as "attendants" and are employed at service stations. Interestingly, four students enrolled in other than the automotive program also are employed as "attendants" in service stations. That the job is related to training being received is apparent. Whether the jobs being filled complement the training being given is questionable. It is possible that some of the students are underemployed. Four students are employed as "utility mechanics", "mechanics helpers", or as "mechanics".

The training and the job placement for these students appears to be most relevant. One student is employed as a "truck driver" which could be considered as relevant, if the specific job responsibility entails preventive maintenance. Two students enrolled in other programs are also employed as "mechanics". The average age of the "attendant" is 17+ (1 is 16; 2 are 17; and 2 are 18). This small sample may indicate that job placement level increases with age and training level.

Because the automotive services program is over-subscribed, an element of readiness and selectivity is introduced in student placement. It is suggested that this area be used as a model in correlating C.V.A. training and job work experience.

I. Relationship between part-time jobs and training (cont.)

A. Overview of Training Areas (cont.)

2. Food Services

Analysis of the seven students enrolled in food services, who are employed, indicates that three are employed in jobs related to the training received (kitchen helpers). Eight students, in other occupational programs, are employed in the food services fields (waitress, bus boys, cafeteria helper, kitchen helper, cook). The students in food services, who are employed, are 15 and 16 years of age. The students, who are employed in food services and who are enrolled in other programs, range in age from 15 to 18. All the 15-year olds are employed as kitchen helpers. The cook and waitress are 18 and 17, respectively. This indicates job level improvement with age and maturity. Interestingly, the students holding the higher level jobs are not enrolled in the food services program.

The food services program offers job entry skills for relatively low level jobs. Consideration should be given to broadening the training experience in food services to include orientation for some of the higher level jobs in the industry. Employment opportunities are broad in food services. The training for low level job entry is commendable, inasmuch as it offers opportunities for the marginal worker. Care must be taken, however, not to underestimate the potential of some of the students.

3. Health Services

Only one student attending C.V.A. is employed in a health services job. Four other health services students are employed in unrelated occupations. The small number of students enrolled in health services and the near void of job placement in this area indicates need for re-examination of goals, curriculum, and job orientation.

To drop health services from the curriculum, when employment opportunities are broad and needs are high, would seem a disservice to the community and to the students. Administrative leadership at C.V.A. and at central administration is necessary to develop cooperative programs with the hospitals and health services agencies in the Norwalk area. The need for dental and medical assistants was indicated by the Connecticut State Employment Office. The health services (hospitals and allied agencies) comprise the largest employers group in the United States, which gives people, trained in the many health occupations, great mobility.

3

I. Relationship between part-time jobs and training (cont.)

A. Overview of Training Areas (cont.)

3. Health Services (cont.)

Concern was expressed by members of the C.V.A. staff that the high incidence of emotional problems among C.V.A. students exclude many from the highly sensitive health services fields. This may be true; but is worthy of further research before reaching unalterable conclusions. In discussing with students the reasons for their not seeking employment in health occupations, the feeling was expressed that more real, and less simulated, experiences were needed if career interest is to be maintained.

4. Landscaping & Horticulture

There are many occupational opportunities in the landscaping and horticulture industry, as employment of all 21 of the enrollees indicates. The Connecticut State Employment Office has numerous job openings in the industry. The chief drawback is the seasonal nature of employment in northern United States. The broad range of jobs available and the ease with which entry level skills can be learned makes this program ideal in working with alienated and disadvantaged youth. The therapeutic aspects of working with one's hands outdoors, and in nurturing, cultivating, and preserving natural beauty cannot be overestimated.

5. Maintenance & Repair Operations

Two of nine students enrolled are employed in jobs related to the training at C.V.A. Three students enrolled in other programs are employed in jobs having to do with maintenance and repair operations. The small number of students employed in related jobs might well indicate redefinition of training goals is needed.

From brief observation and from discussions with the staff, it would appear that the primary thrust of the programs is in the building construction trades with emphasis on carpentry. It may be that these are more relevant than the original goals for the program. For the students who have limited reading and math skills, however, the original goals are probably more germane; and the change in direction less realistic.

I. Relationship between part-time jobs and training (cont.)

A. Overview of Training Areas (cont.)

6. Manufacturing Operations

Statistical evaluation of the job placement of students enrolled in the manufacturing operations program will not help in understanding the relevance of job placement, inasmuch as Connecticut Labor laws do not permit employment of people in the machine trades until age 18. Of the four students who are 18, two are employed in jobs related to manufacturing operations; one is employed as an automobile mechanic, which is an allied occupational area; and one is employed in an unrelated occupational field. Two students, under 18, are employed in allied fields where job experience could have relevance to the training received. The other seven students, who are employed, have jobs unrelated to the training received at C.V.A.

Although this program develops higher level skills than most of those at C.V.A. and is a program developing skills needed in the Norwalk area, it should be studied to determine ways in which job opportunities can be made more available prior to age 18. Some modification in the law or some arrangement with local industry for broader training opportunities should be considered.

7. Office Services

According to the Connecticut Employment Office, the greatest need for employees in the Norwalk area is in the clerical-office services occupational cluster. Significantly, fifteen of the twenty-two girls enrolled in the office services program are employed in jobs directly related to training at C.V.A. Seven girls are employed as general office workers (two are 16-year-olds and five are 17-year-olds). Three are employed as clerk-typists (one 17-year-old and two 18-year-olds). Two girls are employed as switchboard operators (both 17-year-olds). Two girls are bookkeepers (one 16-year-old and one 18-year-old). One girl, 16 years of age, is employed as a file clerk.

The variety of positions held and the apparent improvement of job level, with age and maturity, are positive indications that the work experiences are relevant to training received in office services at C.V.A.

In discussing the training with students, they felt that their program was much more practical at C.V.A. than the sequences available in Norwalk and Brian McMann High Schools. They believe the program would be more beneficial if switchboard training and shorthand could be included in the program. The students realized that shorthand was

I. Relationship between part-time jobs and training (cont.)

A. Overview of Training Areas (cont.)

7. Office Services (cont.)

available to them through the Adult Education program offered by the Norwalk Schools. Shorthand is a high level skill and does require academic ability as well as motivation to assure mastery. Conceivably, it is inappropriate to offer it at C.V.A. However, the advent of instructional tapes and electronic listening devices may make it worthy of consideration for individuals who could benefit from it. An interesting point is that only three people, enrolled in programs other than the office services, are employed in jobs related to office services. This would indicate that employment in the office services area may be difficult to obtain without related training. The three so employed are one switchboard operator, one file clerk, and one mail clerk.

8. Retailing services

Ten of the fourteen students enrolled in retailing services are employed in jobs related to the training at C.V.A. The abundance of positions available in retailing is evident from the statistic that sixteen students, enrolled in other programs at C.V.A., are employed in jobs related to retailing.

In discussing with students the relevance of training to the job, there was indication that the training was helpful in dealing with customers and learning the self-control necessary to maintain composure in stress situations. The variety of jobs available to students precludes, somewhat, specific training related to specific jobs.

Several students indicated that they were anxious for promotions which could put them in a position to use some of the techniques of merchandising which had been learned at C.V.A. Several students felt that the training at C.V.A. was not necessary to obtain or hold their current jobs. They did feel, however, it would be a valuable resource as job levels improved

B. Job Placement Criteria

WORK AFFILIATION ASSIGNMENTS

Work Released Time	Work-Study
	(Voc.-Ind. Co-op & Dist.Educ.)
Student assigned job which may be totally unrelated to his education pursuits; but may be valid for: a) student subsistence; b) discipline to the world of work.	Students assigned jobs which relate to educational pursuits. A tie-in between classroom and job is formally undertaken. Work orientation becomes an integral part of the job with supportive counseling on employment.

I. Relationship between part-time jobs and training (cont.)

B. Job Placement Criteria (cont.)

Both types of employment play a part in the C.V.A. Master Plan. However, with each placement, a clear understanding of the reason(s) for employment should make the programming suitable to individual objectives. This is, apparently, not done as routine practice in job placement. Consideration should be given to the following questions:

a) Why should he be employed?
b) When should he be employed?
c) For what purpose should he be employed?
d) Does the employment relate to his schooling?
e) Should the employment relate to his schooling?
f) Does the employment supplement his schooling?
g) What educational value does the employment have?
h) How can the schooling support the employment?
i) Should the employment receive supportive counseling?
    separate from the schooling?
    as part of skill development?

With near full employment in the Norwalk area, it is possible for people to gain employment beyond entry level without previous training and clouds the evaluation of the training received at C.V.A. in regard to its relevance to performance on the job. The employers questioned were hesitant to compare C.V.A. students with other employees at the same level. This was not a negative reaction in regard to performance; but, probably, indicated that they regard each employee as an individual and gave little attention to relevance of training received.

II. RECOMMENDATIONS FOR IMPROVED TRAINING-WORK RELATIONSHIP

A. Recommendations for Each Course

1. Automotive Services

a) Student related job placements should have a calculated purpose which relates to the degree of training received; e.g., a student who has worked as a service statione attendant with a degree of success and who has developed, in the ensuing time period, into a potentially good engine mechanic should be considered for upgraded placement as a mechanic's apprentice. The classroom skill should be transferred to the work assignment.

b) With the broadening of clusters of skills in automotive services (as recommended in Section III), more care should be taken in assuring placement which relates more closely with the training specialization. A student, doing in-depth work in auto body, should have a job comparable with his training, if possible.

c) Chronological age should be considered in line with training and state labor laws so that training proficiency corresponds more closely to job expectations.

2. Food Services

a) A broadening of training opportunities to include more sophisticated jobs; i.e., apprentice chef, apprentice baker, and apprentice food management positions.

b) It is evident that some low-skilled entry level positions could be obtained without any supportive training. Thus, the question is posed "why train?" Some career ladder development seems appropriate to provide credence to training. At least, better course articulation with existing placement opportunities should be afforded.

c) C.V.A.'s own recommendation for an affiliation with the school system's central kitchen is strongly endorsed.

3. Health Services

a) A tie-in with job placement, despite present employment difficulties, is a 'must'. This is an area in which there is a critical shortage and which needs related employment for existing support and growth.

b) A hospital affiliation through the utilization of an active health services advisory committee is an absolute necessity.

II. Recommendations for Improved Training-Work Relationship

A. Recommendations for Each Course (cont.)

3. Health Services (cont.)

c) There needs to be a great deal of organizational effort on health career development.

4. Landscaping & Horticulture

There are needs for affiliation with off-season work and a concern for a wider range of ability levels. Generally, however, this area has a fine training-work balance.

5. Maintenance & Repair Operations

a) Much too oriented to the unit shop, with the project approach; needs a vast broadening of career goals.

b) Exploration of a wide range of work affiliations must be made which relate more directly to the training being pursued.

c) An affiliation with concerned employers is essential which would have a strong advisory voice and which would be consistent with the ages of the youth being served.

6. Manufacturing Operations

a) Work needs to be done on the modification of labor laws which relate to age; possibly through a more formal vocational-industrial coop arrangement with potential employers. The present age limitations are restrictive to the development of realistic goals toward affiliation.

b) OR, the program should be limited to the admission of seventeen-year olds.

c) There is a great work affiliation tie-in for this field if, again, existing laws regarding age can be modified.

7. Office Services

a) Independent study possibilities should be explored in pursuing advanced specialization.

b) Advanced training institutions should be affiliated with this program for students with potential who have unmet training options.

II. Recommendations for Improved Training-Work Relationship

A. Recommendations for Each Course (cont.)

7. Office Services (cont.)

   c) This field is a natural for work affiliation experiences on all clerical levels. It needs the active assistance of a supportive advisory committee.

8. Retailing Services

   a) Operating a community store, as a lab affiliated function, might be explored.

   b) A career ladder development is essential for compensating for divergent employment interests.

   c) The functioning of a strong advisory committee is essential.

B. Related Recommendations

1. The survey team believes that each student should have work experience directly related to his training program for at least one semester prior to his completion of his C.V.A. program. This "capstone" type work experience, while still in daily contact with his institution and counselors at C.V.A., could give more relevance to his training, and provide a setting for career planning before leaving the sheltered environment of the Center.

2. Practically and statistically, the work experience aspect of the C.V.A. program seems to have little correlation with the training being received. Planned work experience or experiences over a two or three year period could provide the student with exposures which could give him greater introspection and help him to plan, with the staff of C.V.A. and his family, realistic career patterns based on success in selected work experience in appropriate occupational clusters.

3. The interrelationship between training and work experience should assist the student in seeing the relevance of training. The reinforcement of skills, attitudes, and knowledge on the job will develop an "operant conditioning" which should motivate the student to develop potential more fully.

4. The unemployed student poses a challenge to the C.V.A. staff. For the 15-year-old, the survey team feels alternatives should be sought to C.V.A. placement, unless the program is modified to provide educational experience for more than half of each day. These students need a period of occupational orientation before assignment to a specific training area. Realizing that the perilous balance between dropping out of school and continuing one's education may be upset by imposed regulations, restrictions, and barriers, the survey team nevertheless recommends that a

II. Recommendations for Improved Training-Work Relationship

B. Related Recommendations (cont.)

distinct program for the 14- and 15-year-old be developed.

This program should be articulated with the existing C.V.A. program so that the student could be accepted into the C.V.A. at the point where he is ready to pursue one of the training areas and can see the relevance of work experience in a job directly related to his training. Unless a program for the 14- and 15- year-old is developed, the long range prognosis for C.V.A., as it is currently organized, does not seem good. A copy of "GROW" - Guidance, Remediation, Occupational Orientation, Work Experience --- a program for 15-year-old potential dropouts, which has been helping alienated youngsters in Westchester County, New York, for four years is enclosed to stimulate thinking toward solutions to this crucial problem.

Obtaining the enactment of special legislation to allow 15-year-olds enrolled at C.V.A. to work does not seem to the survey team to be the solution to the problem. The problem is societal and curricular, in its origin, not legislative.

5. The pattern of work experience could be illustrated in the following diagram:

1st Year Student	
Objective of Work Experience	(-Job experience A
a. Explores occupation of	
intent	(- " " B
b. Develops understanding	(- " " C
of job category	(- " " D
c. Develops positive atti-	(
tude toward work	(

2nd Year Student	
Objective of Work Experience	-Job experience E_1
a. Develops job entry skills etc.	-Job experience E_2
b. Explores job opportunities in a specific occupational area	
c. Gains understanding of "occupational ladder" concept and the relevance of training to job success and job security.	

Jobs, A. B. C. D could be jobs in different occupational areas or different jobs within a given occupational area.

Jobs E_1, E_2 should be jobs in a single occupational area; but could represent different types of jobs or different steps on occupational career ladders.

III. GENERAL RECOMMENDATIONS

Based on the valid emphasis on individualized instruction in the development of skills and on the partnership with guidance, which is sensitively oriented, the following considerations are set forth:

A. Continue the existing operation, basically, utilizing the same methodology, with some thought given to the following modifications:

1. Staff

a) More in-service orientation and on-going seminars with the administration for an exchange of views and dissemination of general policies;

b) Some equalization of guidance loads so that one teacher-counselor does not have sixty clients, while another has thirty;

c) Special attention should be given to some type of recognition for vocational specialists (perhaps through the salary system) in order to hold competent staff members and avoid present turnover;

d) Provide staff with a better understanding of the school's general philosophy (present objectives and projected objectives) which would include interdisciplinary staff relationships; i.e., how specialists in curriculum relate to vocational programming;

e) Mandate staff's industrial (related) connections through scheduling regular visitations; and establish active advisory committees for each area;

f) Since staff insecurity about employment was so evident, the administration should find a way to clarify temporary employment with the project and tie it to employees' aspirations; i.e.,

Is this employment a stepping stone to something else?

Is the staff a temporary one for the project's duration only?

Are staff members employed in C.V.A. because they can't qualify for the regular Norwalk school system? A special program of this nature should imply that there is a sensitive, dedicated, professionally qualified staff. Does it?

III. General Recommendations (cont.)

2. Students

a) Predicated on a two-year commitment, a phased program should be provided which includes the following articulated sequence, modified and individualized whenever applicable:

1. General orientation to the school;
2. Diagnostic appraisal of vocational needs;
3. Related or unrelated employment;
4. Exposure to clusters in various career fields;
5. Vocational specialization;
6. Work-related employment.

Two-Year Enrollment

Phase I	Phase II
General Orientation	Limited Educ. Cluster Exposure
Vocational Appraisal	Work Exposure
Work Exposure	Vocational Appraisal
Cluster Exposure	

Phase III	Phase IV
Vocational Specialization	Vocational Specialization
Related Instruction	Related Instruction
Employment	Related Employment

b) More clinical services of a supportive nature should be available, either from staff or from affiliation with a social service agency; i.e., social worker, speech therapist, remedial reading specialist, general medical and general psychiatric care. The use of paraprofessionals (social worker aides) might be considered, since the home influences are so vitally related to school performance.

3. Curriculum

a) A closer 'core' understanding on the part of all involved about the relationship of academics to vocational skills. (A difficult task, but worthy of every effort.)

1. In all cases, do the curriculum specialists relate the remedial development to the shop practices and employment? If not, why not?

2. Do the teacher-counselors understand the employment tie-in with the skill training?

3. Do the shop specialists relate to curriculum specialists in the academic needs of clients as they relate to trade performance?

III. General Recommendations (cont.)

3. Curriculum (cont.)

b) A discussion with the Norwalk Employment Service indicated that the eight specialized offerings at the Center had great validity. The inclusion of an electrical trades course seems advisable; specifically, one that relates to the manufacturing field in electronics is recommended. Additionally, some broadening of the existing courses in families of occupations should be considered; e.g.

CONSTRUCTION TRADES

Masonry
Maintenance
Carpentry
Trade Elec.
Heating & Ventilating

HEALTH SERVICES

Hosp. Aides
Records Clerk
Dental Assistant
Domestic Attendant
L. P. N.
Custodial Attendant
Medical Assistant

AUTOMOTIVE SERVICES

Service Station Attendant
Sales
Parts Clerk
Auto Body
Mechanic

(etc. for the five other areas)

4. Administration

a) Use of a curriculum specialist with administrative responsibility seems to be in order. The establishment of the clients' goals should be programmed and re-programmed without detracting from the asset of flexibility and "non-structuring" which permeates the entire Center's philosophy.

The non-structured approach to curriculum is meritorious, providing guidelines in short-range goals are established as clients' pursuits are ascertained. As an example, John Jones wants to be an auto mechanic. The occupational motivation is strong. Exposure to work habits, trade related, is a discipline necessary to his being able to attain his goals, as the skills are essential to his maintaining employment, The techniques employed to attain his goals should be consistent with his individual needs, based on short-ranged, fixed guidelines. He can have all the skills for repairing the most complex equipment; but, socially, he may be irresponsible, thus he is not employable. He is in need of direction which must have consistency, so

III. General Recommendations (cont.)

4. Administration (cont.)

that an individualized short-range program should be an educational priority. Techniques may be continuously altered; but the objective of consistency should not be terminated because of the use of a non-directive rationale. Reasoning that he will maintain a job because he has the desired skills without the proper work habits and job orientation is frequently a disastrous oversight. With this population, the reverse is more accurate. With good work habits, job orientation, and a minimum of skills, the forecast of his employability is better.

b) The interpersonal relationship between staff and administration is more essential in this school environment than in the traditional school. / It is recommended that, on all levels from the superintendent down, a more personal involvement (such as Dr. Becker's approach) be shown by visiting classes for supportive purposes, as well as for communications regarding the need for routine updating of curriculum. Youngsters, also, must feel a high level of involvement with their accomplishments.

c) Formally scheduled, but informally operated, in-service staff meetings on curriculum should be scheduled regularly.

d) N. Y. U. Project Personnel should relate to the staff in an on-going, advisory manner, and not only collect data. More of the functions of catalysts could be pursued here, since the staff members feel a need for closer affiliation with 'data collectors' in order to voice individual opinions in a constructive fashion.

5. 'Feeder Schools'

a) A critical need exists for establishing consistent enrollment policies and procedures from all affiliated Norwalk schools. Attitudes play a large part in predicting vocational success and life adjustment. It is suggested that only one entrance requirement be essential for assignment to the Center, desire on the part of the applicant.

b) Careful thought should be given before lowering the age level to under 16 years, since programs should be vastly different for most 15-year-olds and younger; present state laws are inhibiting factors.

c) Some school counselors and administrators use the Center as a last resort; and verbalize this attitude so that, to some clients, the Center represents a punitive threat. This is not a blanket statement; it varies greatly from counselor to counselor. However, it is a serious "image" problem which

III. General Recommendations (cont.)

5. 'Feeder Schools' (cont.)

"sours" the new enrollee from the outset of his placement. His self-esteem is, generally, low before his assignment, without having the negative accented by the sending school personnel.

A closer relationship, working directly with all of Norwalk's school staff members could 'tune in' a more positive conception of the purposes of objectives of the Center, which does not connote the 'dumping ground'. Guidelines, for sending counselors, should be reinforced by concerned administrators. Temporary assignments to the Center, periodically, for those responsible for placement would do more for improving public relations than all the protestations uttered defensively by Center personnel.

d) Sending school teachers should make scheduled visits in order to see the implementation of the Center's goals. Sending school administrators should be kept abreast of the Center's methodology so that some of .the curriculum innovations can be applied to their own schools. Techniques should be constantly reviewed, with an eye to their application to the more traditional settings. Industrial Arts, Home Economics, and Business teachers should make it a point to know what is going on at the Center. It seems almost critical that the exchange of curricular data should be greatly increased and flow continuously among schools in a constructive way.

B. Alternative Operational Possibilities

This report would be incomplete without the inclusion of some other operational possibilities for the Center. Specifically, providing options for integrating the programs more directly with the junior and senior high schools of Norwalk. Whatever alternatives might be suggested, it should be understood that, whatever avenue is ultimately pursued, the following objectives should be maintained:

1. The personal relationship of staff with client, with emphasis on sensitivity;

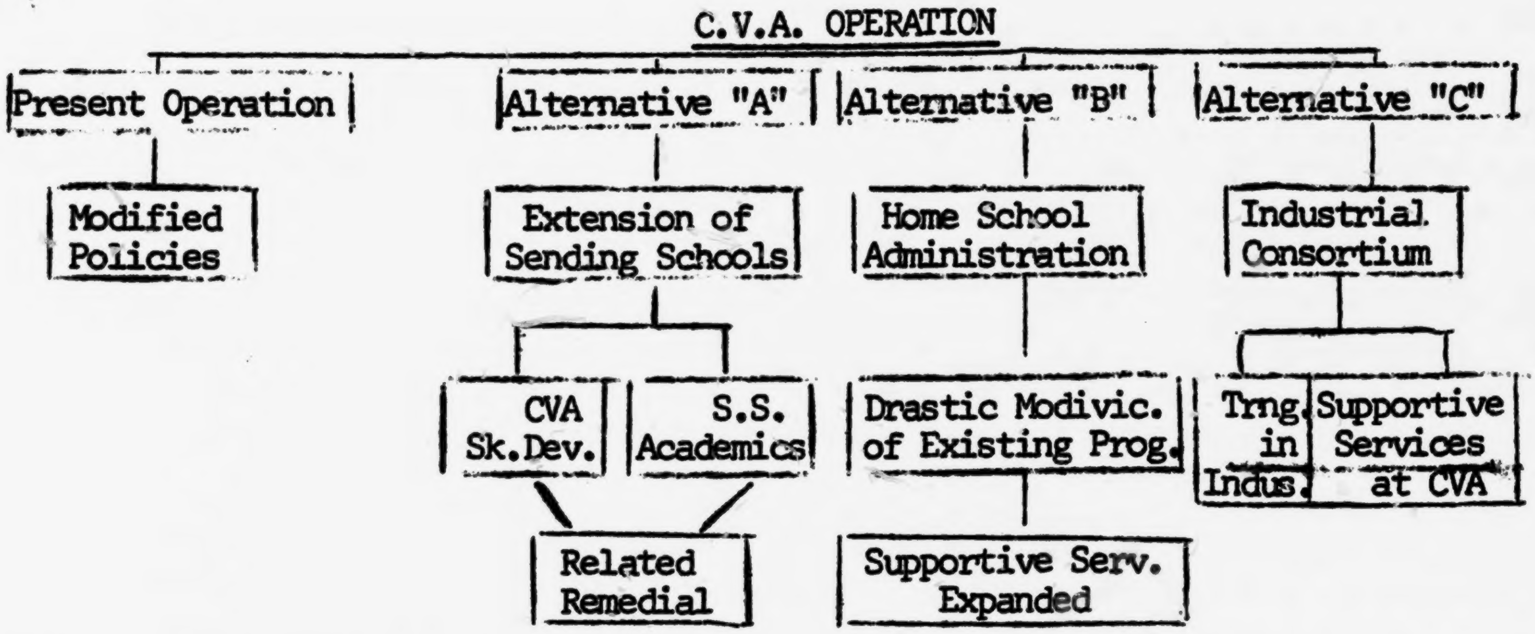
2. The counselor-teacher teamt hat focuses on client interaction; client-centered education;

3. A non-traditional view which is realistic regarding restrictive disciplinary regulations;

4. A feeling of "I truly care" (on the part of staff members) which permeates the atmosphere of the entire Center operation.

III. General Recommendations (cont.)

B. Alternative Operational Possibilities (cont.)



NOTE: A number of alternative "marriages" are feasible based on financial considerations and students' needs. Ideally, a comprehensive goal would be attained through inclusion of program modifications of all outlined alternatives.

1) Alternative "A" (particularly applicable to students under 16)

a) Assign clients on a half-day basis to the Center for vocational appraisal and skill development while maintaining common branch learning in the home school.

b) Institute an independent study program in the home school for remedial instruction while providing a new academic climate more truly related to academic deficiencies. A review of present general and basic courses would be essential and the "watered down" approach to curriculum would not be part of program development. Adequate staffing (meaning strong empathetic teachers) would have to be provided.

c) Afford more work orientation, a pre-vocational approach to occupations for the half-day enrollee in the Center, the concept of clusters in the family of occupations.

d) Provide some related shop theory at the Center and in the home schools in order to make the vocational vehicle relevant.

III. General Recommendations (cont.)

B. Alternative Operational Possibilities (cont.)

2. Alternative "B" (home school operation)
(See consultant's Report to NYU, 7/8/68, page 8.)

a) Reorganize and restructure the curriculum within the home schools of Norwalk, in order to provide a vehicle for this population to survive academically. Skill training and common branch areas, academically related, should be conceived as they apply to the opening statement (of the recommendations) on educational philosophy.

b) Environmental conditions would have to be altered significantly in the traditional setting in order to predict any chance of success. Staff orientation would be essential. A continuous evaluation of goals would have to govern needs and operational procedures.

c) The methodology employed at the Center and the operational procedures and the attitudinal factors should be the guidelines for such transition.

3. Alternative "C" (consortium with industry)

a) Direct educational partnership with industry in operating shops and/or labs in industrial plants, using the Center as a resource area and a school for related instruction. This 'vestibule' approach has the following advantages:

1. Ties shop practices directly to job needs;
2. Operates production equipment used in employment;
3. Places students in "live work" situations;
4. Eliminates expensive replacement of absolete school equipment;
5. Mandates curriculum which is relevant to shop practices.

Some handicaps inherent in such a partnership approach are:

1. Industry might limit (or could limit) training to its parochial needs;
2. Industry might mandate (or could mandate) standards which are unrealistic for youthful employees' development.

b) A compromise might be a possibility, using the industrial alternative as a supplementary vehicle to an in-school basic training course preparatory to full employment. (See chart on training options.)

III. General Recommendations (cont.)

C. Continued Affiliation vs. "Separatism"

The questions posed by the trend to establish another school within the Norwalk school complex are these:

1. Should the C.V.A. become a "separate" educational entity? It is, apparently, moving in this direction as more and more independent services are provided.
2. Should students have social, as well as educational, independence in the Center without further ties to the sending school? There are numerous advantages, as well as disadvantages, in pursuing the independent course. "Separatism" means an academically segregated school environment, in this instance. Despite present negative attitudes toward sending schools, most students express some social attachment to their "old haunts". It would seem advisable to continue to maintain an on-going affiliation with the sending schools, if for no other reason than to maintain an involvement on the part of concerned staff. This population needs the dual affiliation for social security which the umbilical relationship affords, even though every student, who was interviewed, indicated in strong terms that he wouldn't return to his former school under any circumstances.

   That they are able to make the decision to return or not, is of importance. The social connection to former staff members and to former classmates has a positive influence in making the selection of the Center a student's option, not a 'last resort' assignment.

D. Vocational Counseling

There can be no overestimation of the value of counseling which is supportive to employment. There is every indication that, during the regular school day, students who wish assistance regarding employment can and do receive it. However, it would be advisable to provide evening counseling for both in-school and out-of-school youth at the Center on a regular schedule, since the population being served needs the sustaining influences which such a service could afford during the time when it might be most critically needed.

IV. SUMMATION

We extended the original survey charge to include the overall operation of the Center, since, obviously, it relates directly and indirectly to training. Training and employment are so interrelated that, realistically, neither can be surveyed in isolation.

IV. SUMMATION (cont.)

We were also presumptuous (intentionally) in proposing changes in operational policy and in listing administrative alternatives (adaptations and/or adjustments). Our feeling was that if this report is to be of value, it must contain options for consideration. As stated in the introduction to this report, such options should, in no way, be construed as derogatory to the present philosophy of the Center. On the contrary, the evaluating team, from the outset, has had the utmost admiration for the inspirational courage of all those responsible for establishing this Center.

What is being attempted at the Center is laudatory. It should be recognized regionally for its creative undertaking which, by its very organizational structure, mandates continuous evaluation and reevaluation so that program modifications will result. This Center's exploratory endeavor should never lose its flexibility, since it is, basically, so very humanely oriented.

Such a unique child-centered concept should be nurtured continuously by reflective self-appraisal; the constant striving to deal with causes and not with superficial symptoms. Within a reasonable educational framework, this is an educational idea which needs to be cherished.

What we have evaluated is commendable. What we would like to see result from a valorous beginning is an increase in innovative methodology and not a complacency with the status quo. This is the traditional concept which allows regulatory practices to mandate on-going policies. The Center's theme should always reflect true concern for that oft-abused phrase "individual differences". No staff representative should become complacent with past success. Rather, there should be ingrained in all C.V.A. personnel an attitude of "How can we better prepare these academically-deprived young people for the world of work? To this end, we commend the entire staff's efforts and hope our brief recommendations are worthy of their consideration.

We would like to thank the entire staff of C.V.A. for the gracious manner in which they responded to our inquiries. We are indebted for their cooperation. Special mention should be made of Mr. John Algood's help in arranging for interviews and in providing us with statistical data.

Donald R. Mullaney
Burdette Gleason

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FINAL REPORT

Project No. 5-0005

Contract No. OE-5-85-055

A PILOT PROJECT TO DEVELOP A PROGRAM OF OCCUPATIONAL TRAINING FOR SCHOOL ALIENATED YOUTH

THE CENTER FOR VOCATIONAL ARTS
NORWALK, CONNECTICUT

December 1969

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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FINAL REPORT

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Joseph Dougherty, Director

Center for Vocational Arts
Board of Education
Norwalk, Connecticut

December 1969

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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ACKNOWLEDGEMENTS

The author of this final report has been associated with the program at the Center for Vocational Arts as Director since September, 1968. He wishes to acknowledge his personal debt to the staff of the Center, clerical and professional. The contents of the report represent years of devoted work on their part. Special acknowledgement must be given to Mr. Forrest Parker, Department Head of Practical Arts for the Board of Education, Norwalk, Conn., who was Acting Director of the Center from 1966 to 1968 and who has remained closely associated with all aspects of the program ever since. The Center continues to bear the impress of his interest and devotion.

Continuous support and encouragement have been given from the first presentation of the idea for the Center by numerous local, state and federal officials, especially the members of the Norwalk Board of Education, Dr. Harry A. Becker, Superintendent of Schools, Norwalk, Mr. Joseph Murphy, Director, Division of Vocational Education, and Dr. Herbert Righthand, Chief, Bureau of Vocational Services, Connecticut State Department of Education, and Mr. Saul Dulberg, first Director of the Center and presently with the State Department of Education, Bureau of Vocational Services for Special Need and Urban Programs.

SUMMARY

THE CENTER FOR VOCATIONAL ARTS

The Center for Vocational Arts in Norwalk, Connecticut was established as a pilot work-study project to develop a program of occupational training for school-alienated youth between the ages of 15 and 21. The official contract for this project was received August 20, 1965. The first sessions were held on October 9, 1965 with 35 students enrolled.

Norwalk being within 43 miles of New York City serves as home for many daily commuters. Norwalk itself is basically an industrial community . According to a Norwalk labor market area survey 37,860 people were employed in our local industries.[1] Of these, 45.7% were employed in manufacturing operations and 54.3% were in non-manufacturing operations. The area's largest industry is electrical equipment which employs 30% of the factory workers; the instruments group is second in size and employs 15% of our workers.

The objectives of this project are to enroll these youth in an occupational training program through which they may acquire the skills necessary for available job opportunities in local industries, and to effect behavioral changes through a program of guidance counseling, occupational training and academic instruction, so that these students may acquire the personal characteristics needed for their roles as productive adults and responsible citizens.

The project has been jointly financed by the Federal Government, the Division of Vocational Education of the Connecticut State Department of Education, and the Norwalk Board of Education. The Norwalk Board of Education designated the former

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[1] Jobs for Tomorrow, Norwalk Labor Market Area, Connecticut Labor Department, October 25, 1965

Winnipauk Elementary School as the facility for the Center for Vocational Arts.

Description of the Center

The Center for Vocational Arts is a work-study ungraded school. The essential elements of the program are: individual programs, vocational training, counseling, basic academic education and supervised work experience. Students attend school for either of the three hour sessions, morning and afternoon, and are employed part-time during the other portion of the day. During the school hours they are closely associated with a Vocational Instructor and a Counselor-Instructor from whom they will receive occupational training, counseling and assistance in related academic programs. Also assisting them are four basic education specialists who supervise their academic programs and offer individual assistance where needed.

Areas of Training

Training is offered in eight vocational areas. Each of these vocational training areas is equipped with the necessary tools, machines, or other equipment appropriate for the training of semi-skilled workers in that area. The eight vocational areas are: Automotive Services, Food Services, Health Services, Landscaping and Horticulture, Office Services, Maintenance and Repair Operations, Manufacturing Operations and Retailing Services. In addition to occupational training, provision is made for basic education instruction and vocational guidance and counseling.

Program Structure

The Center for Vocational Arts is essentially guidance oriented with emphasis placed on individualized instruction and guidance in both vocational and academic areas. Each student's interests and needs are studied and a program of vocational training suited to his particular abilities is then developed. Each of the vocational areas has a Vocational Instructor and a Counselor-Instructor. They are aided in developing the student's individualized program of instruction by the educational specialist in the areas of English, Mathematics, Science and Social Studies.

Emphasis is placed on small group instruction and the use of self-contained individualized learning packages utilizing the behavioral outcomes approach. A strong emphasis has been placed on the developing of new and different approaches including programmed instruction and various teaching machines.

The Vocational Instructor assigned to each vocational area has an extensive background of practical experience in his field. The Counselor-Instructor assigned to each vocational area is fully certified for his position by the State of Connecticut. Each of the vocational areas is designed to accommodate a maximum of 15 students per session thus affording the students the opportunity of obtaining individual attention.

Students attend school for three hours daily and are assisted in obtaining part-time employment relevant to their vocational aspirations by the Work Study Coordinator. They may attend either the morning or afternoon session. Their progress in occupational training is not based upon the length of time spent in the training program but rather upon their demonstrated competencies in their chosen field. The school is an ungraded school wherein students progress at a rate limited only by their own motivation and ability. This factor, combined with intensive guidance counseling, creates an environment in which school-alienated youth, including dropouts, secure the needed skills and attitudes to become productive, contributing members of society.

Student Body

The students at the Center for Vocational Arts are aged 15 - 21. Each of the eight vocational areas can accommodate 15 students for both morning and afternoon sessions. Optimum enrollment is therefore 240. For the past three years enrollment has hovered around the 200 mark.

Students may enroll at any time during the year and may likewise complete their training at any time. In 1967, 21 students received diplomas and 24 received vocational certificates. In 1968, the numbers were respectively 37 and 53; in 1969, 49 diplomas and 32 vocational certificates.

Employment

As soon as possible after admission students are placed in part-time employment in occupations related to training being offered. Employment, with its requirements, opportunities and routines is an educational experience in itself. Compensation is often a powerful inducement to the students to become steady employees, and the possession of their own funds helps them to achieve a necessary sense of accomplishment and independence.

Attainment of Objectives

The Center for Vocational Arts has succeeded in attaining its objectives. The Center continues to enroll approximately 200 students who had given up in the traditional schools. Research has substantiated the impressions of the staff that the majority of the students who enter the Center do effect some desirable changes in attitudes and aptitudes. Most find and hold employment while enrolled in the school; indicate that they feel better about themselves and others than before entering; finally leave having attained either a vocational certificate or a high school diploma.

INTRODUCTION

The idea which culminated in the Pilot Project was proposed during the school year of 1963-64. A proposal was submitted by Dr. Harry Becker, Superintendent of Schools, for the Norwalk Board of Education, Norwalk, Connecticut, to the United States Commissioner of Education under the provisions of Section 4(c) of the Vocational Education Act of 1963.

A contract, covering the period May 1, 1965 to August 31, 1967 was granted. This contract was later extended to August 31, 1968 and subsequently to August 31, 1969. Federal funds were made available to the extent of $371,390.00 for the first year, $215,800.00 for the second year, and $75,000.00 for each of the next two years, a total of $737,190.00.

The project was entitled: A Pilot Project to Develop a Program of Occupational Training for School-Alienated Youth. Its objectives were stated:

> (1) To identify and enroll school-alienated youth for an Occupational Training Program which will enable these youths to acquire occupational and basic educational skills necessary to place them in available job opportunities.
>
> (2) To effect behavioral changes through a combination of guidance counseling, occupational training and instruction in basic education in a program which will enable school-alienated youth to acquire personal characteristics needed for their role as productive adults and responsible citizens. (cf, No. 1, p.i.)

The proposal stated the problem of the pilot project as follows:

> To develop an occupational training program which will interest, hold, and educate school-alienated youth. More specifically, this pilot project will be concerned with the following questions:
>
> 1. How can secondary schools provide an educational program which will interest, and at the same time efficiently bring

about desired behavioral changes in school-alienated youth?

2. How can secondary schools help school-alienated youth acquire needed occupational skills?

3. How can secondary schools help school-alienated youth acquire essential basic education?

4. How can secondary schools help school-alienated youth acquire personal characteristics that will enable them to become productive adults? (cf, No. 1, p.2)

The proposal added:

> It is apparent that nationally our current efforts in education are not succeeding for many boys and girls. Our traditional patterns of education have alienated a large segment of youth. They leave school seriously underachieved. They lack basic educational skills and employable vocational skills. Their attitude toward society, their self-image, their work habits and attitude are seriously distorted. They flood the labor market uneducated and ill-prepared for employment.
>
> Nearly one million of these youth enter the labor market each year. An alarming number are unemployed or sporadically employed. Even more alarming is the fact that not only are so many unemployed but they are unemployable. Significant to the purpose of this proposed project is the national labor report that the number of available but unfilled jobs is generally equal to the number of those unemployed because they possess no skills. This situation applies to Norwalk, too. A preliminary study made by the local branch of the State Employment Service indicated that at the time of the survey nearly two hundred young men and women who had left school were on the streets unemployed, and virtually unemployable. (cf. No. 1, p.1)

In our technological society these youth, uneducated and untrained, are handicapped and face the future seriously disadvantaged. The problems they create, of delinquency, joblessness, poverty, increased welfare aid, general unrest, emphasize the critical fact that we cannot afford not to do something about the education of these youth. The President's Conference on Children and Youth stated the fundamental objective of education to be, "...the achievement of optimal development (which) directs that each youngster must be prepared for a productive and satisfying life." (1) Our present inability to achieve this objective for so many of our youth presents a challenge to educators. We must overcome educational apathy and resignation to failure in coping with these youth. It seems that if we want them to change we, too, must change. If we are to help these young men and women, bold new approaches to education must be tried, changed, and tried again -- until we are successful in developing those competencies which will help them to successfully enter and make progress in the new world of work.

Neither the curricula of our traditional secondary schools nor the training in the specialized trade and technical schools are meeting the problem.

The curricula of our secondary schools by historical development are college oriented. However, we know that locally as well as nationally only one out of every three of our school youngsters will enter college. The other two thirds are young men and women who, in spite of our academically weighted curricula, must develop competencies that will make them the productive manpower of our nation. (President's White House Conference on Children and Youth. G Report, March 1960), (cf. No. 1, p.2)

(Note: By 1969, these figures needed modification. Of the June 1969 graduation classes of the two regular Norwalk high schools, 46% went to four-year colleges, and 18% went to two-year colleges.)

Concerning vocational education, the proposal stated:

> Our current programs of vocational education are hihgly specialized and extremely restrictive. They have relatively little impact on the vast majority of our youth. In Connecticut most vocational education is provided in the State Technical Schools and is designed to train only for skilled trade and technical careers. Some effort is made to provide a limited amount of training for marketable skill in our secondary school curricula of business education, industrial arts and home economics. However, a serious void exists in the preparation of our youth for jobs on the semi-skilled or operative levels. It is into this area of occupational training that many of our school-alienated youth could be advantageously directed if the opportunities were available. (cf. No. 1, p.2)

The proposal also stated that there was local readiness to experiment. Norwalk had demonstrated that it is a community that had confronted some of the current challenges to education.

The proposal called for the establishment of an Occupational Training Center. This is the term used throughout the proposal; when the Center actually opened it received the name The Center for Vocational Arts and is usually referred to as the C.V.A. These familiar terms will be used in this report. Other changes in appelations have occurred and the more familiar names are used in this report rather than the terms of the proposal; for example, the proposal speaks of Shop-Labs, but the terms vocational areas or simply shops have become current.

DESCRIPTION

The program proposed to provide:

1. training in occupational skills
2. information related to occupational skills
3. basic education
4. vocational guidance and counseling.

I Identification of Potential Enrollees

Initially the program proposed to identify and enroll approximately 70 unemployed school dropouts through the Connecticut State Employment Service and to interview them through the Employment Service Job Counselors, and an additional 200 potential dropouts in the secondary schools of Norwalk.

II Intake Procedure

Interested youth were to be referred to a Counselor-Instructor, a member of the school staff, who would collect school records and other pertinent data, establish a counseling relationship and prepare for an individual Case Study.

A comprehensive battery of aptitude, achievement, interest and personality tests were to be administered by the Counselor-Instructor and the School Psychological Examiner. The General Aptitude Test Battery was to be administered by the State Employment Service. Test results were to be included in the Case Study.

The Counselor-Instructor was to present the Case Study to a Cast Study Conference which would diagnose the training and educational needs of each youngster and recommend a course of action. In interviews with the enrollee the Counselor-Instructor would interpret the test results, report the recommendation of the Conference and assist the enrollee to develop a program of training to meet his needs. The enrollee would then select the occupation for which he wished to train and select appropriate areas of remedial training in the skills of basic education(cf. No. 1, p.4).

III Exploratory Occupational Training

The student would undertake a series of Shop-Lab projects in the Occupational Shop-Lab of his choice. This series would introduce him to a variety of job occupations within the occupation. He would learn some of the basic skills common to most jobs in the occupation. Counseling efforts would be focused on the development of work habits and attitudes. As soon as possible he would be placed in a part-time job.

This job placement is intended primarily to provide an income, a feeling of independence and an opportunity to help develop sound attitudes and work habits.

In this initial training stage each youngster would be encouraged to discover for himself his deficiencies in basic educational skills. The team of the Counselor-Instructor, Shop-Lab Instructor, Basic Educational Specialists and On-the-Job Supervisor would help the youngster relate this deficiency to his occupational goal through a program of individualized remedial activity. (cf. No. 1, pp 4,5)

IV Job Training

After the initial exploratory stage, training would concentrate on a specific job, or group of jobs, which would lead directly to full-time employment. On-the-job training now would be closely related to the training provided in the shops. Emphasis in basic education would shift from remediation to more general related information.

How to perform job skills would be taught through a progressive series of work projects in the shops. On-the-job training would provide the work experience for production efficiency.

In this phase of the program the shop activity would be interrupted at planned intervals for group instruction and discussion in job related information such as:

How to apply for a job?
How to get along with others?
Unions and Management Organizations
Personal Adjustments
Physical Appearance
Health Habits

Personal involvement of the students is fundamental in the teaching process. Group and individual projects, as well as "roll-playing" discussion groups, would be some of the techniques used to secure this involvement.

Independent study in the related information areas of English, mathematics, social studies and sciences would be developed for each student according to his needs, interests and aptitudes. For some this might be a minimal program leading only to full-time employment. For others it might be a maximal program and lead to the procurement of a high school diploma, and some might be encouraged to continue formal education after completing the program at the Center (cf. No. 1, p.5)

V Full-time Job Placement

Upon reaching the level of competency required for the predetermined job, a youngster will receive either a Vocational Certificate or a High School Diploma depending upon the extent of training required for the job. He will now be placed in the full-time job for which he has been trained. The Counselor-Instructor will effect this job placement with the help of a Placement Committee of the local Advisory Council on Vocational Education. On-going progress reports and a summary report prepared by the Counselor-Instructor will be provided to assist in the full-time job placement.

In the placement process a concerted effort will be made to counsel each student about a program for continuing education. He will be encouraged to keep his ties with the Center for Vocational Arts for any additional job training he may desire. The Counselor-Instructor will identify and explain to each student other educational opportunities such as the Community College, Technical Institute, and Adult Education Programs. A continued relationship with his Counselor-Instructor will be offered and encouraged. (cf. No. 1, p.6)

VI Evaluation and Follow-Up Procedures

The design and research for an evaluation procedure was to be developed through a consultative service sub-contract with a qualified university. Achievement of the goals established for the Project, as indicated in the statement of the problem on page 5 was to be detailed by a pre-study, an in-progress and a post-study testing program. (cf. No. 1, p.6)

VII Jobs for Which Training Will Be Provided

Occupations and specific jobs to be included in the training program were selected on the basis of the following criteria:

1. Studies indicate that there are job opportunities in the local area.
2. Training proposed is for jobs which offer reasonable prospect for providing full time employment at a living wage.
3. The jobs for which training will be provided are sufficiently diversified to accommodate the differing levels of aptitudes and the variety of interests and needs of school-alienated youth.
4. The training to be provided is one that is better provided in a combined school and on-the-job program rather than training which is conducted exclusively by an employer on the job.
5. There are sufficient training implications in the terms of skills required and extent of training to justify the development of a vocational education program.
(cf. No. 1, p.6)

The occupational areas and spcific jobs for which training was proposed were:

Occupational Area	Jobs
Landscaping and Horticulture Services	Florist Grounds Maintenance Worker Landscape Gardener Nursery Worker Tree Service Worker
Distribution Services	Merchandise Display Worker Retail Sales Person Salesman Shipping and Receiving Clerk Stock Clerk

Health Services	Laboratory Aide
	Physical Therapy Aide
	Occupational Therapy Aide
	Technician Aide
	Nurses Aide
	Orderly
Food Services	Cook Helper
	Baker Assistant
	Kitchen Maintenance Worker
	Salad and Sandwich Worker
	Short Order Cook
	Dietary Aide
	Hostess
	Waitress - Waiter
Maintenance Services	Housekeeping Worker
	Domestic
	Institutional
	Maintenance Repairman
	Institutional
	Industrial
	Custodial

(Note: This shop area was originally called Custodial-Maintenance Service. This name was changed to Maintenance and Repair Service because the word "custodial" seemed to hold unfortunate connotations in the minds of some students.

Needle Trade Operators	Power Sewing Machine Operator
	Special Sewing Machine "
	Cutters Helper
	Finisher and Packer

(Note: As explained later, this shop area was never started.

Office Services and Operators	Bank Tellers
	Office Machine Operators
	Data Process Machine Operators
	Clerk:
	Telephone Operator
	Receptionist
	Typist

Automobile Services	Mechanics Helper Body Repairman's Helper Small Engine Repairman Gas Station Attendant
Manufacturing Operators	Assembler Machine Operator Inspector

(cf. No. 1, pp. 7,8)

Where Would the Program be Conducted?

The training program for this pilot project was to be conducted in a building to be called The Center for Vocational Arts. This Center would provide an unusual and different arrangement of facilities in order to implement this program. The assignment of a school building for this purpose would be a major contribution of the local Board of Education.

The Center for Vocational Arts would be experimental in its design and would contain areas for the training of skills in the occupations previously listed. These training areas would simulate a work-shop environment, but they would also provide job-training laboratory facilities. Attached to each shop-lab would be a divided section designated as a Library-Study area. This section would contain facilities for individualized study as well as a library of occupational reference materials and programmed learning materials. In this section a student would concentrate on information related to his occupational skill and on the acquisition of basic educational skills. Also contained within the Center for Vocational Arts would be several areas which would be used for conferences, testing and psychological counseling. These areas would also be used for group and individual remedial work. (cf. No. 1, p.8)

When Would Students Attend and For How Long?

It is the purpose of this program to start with these youngsters where they are educationally, and to provide experiences in which they could feel successful and which they would quickly identify with their felt needs and interests. One of the first things the program would attempt was to get the student a part-time job. This arrangement for a "Work-Study" schedule would take cognizance of the need felt by these school-alienated youth for a sense of independence and an income from a job. The plan calls for three hours of instruction and approximately five hours of on-the-job training. This means that the Center for Vocational Arts would operate on two shifts, one in the morning and the other in the afternoon. Roughly one-half of the youth would attend the Center while the other half was employed at on-the-job work stations.

The length and content of the training program to be provided for each student would be tailored to meet his aptitudes, interests, and needs. It is conceived that for some youth a short term training program quickly leading to gainful employment would be a reasonable objective. For others the program might extend for two or more years and lead to a high school diploma as well as placement in full time employment.

Progress in the Center for Vocational Arts would be based upon demonstrated competencies rather than upon the length of time spent in the training program. This would apply to the standards for a high school diploma as well as for employable skills. The Center, in essence, would be an "ungraded" school and permit students to progress at a rate limited only by their own motivation and ability to learn. This procedure also would make training stations available at varying periods of the year, thus permitting a policy of "rolling" admissions. Such a policy would enable the project to accomodate more students than the initial group of 270, thereby permitting the fullest utilization of the Center's facilities and equipment. (cf. No. 1, p.9)

Who Would be Responsible for Training These Youth?

An estimated 30 youth would be enrolled in each of the occupational training areas. A Shop-Lab Instructor and a Counselor-Instructor would be assigned to each group. This staff would be responsible for training in job skills, related information, basic education and for the development of sound attitudes and good work habits. They would have available as resource people a Psychological Examiner, Remedial and Basic

Education Specialists, and School Social Workers. (cf. No. 1, p.9)

The Counselor-Instructor

The role of the Counselor-Instructor would be unique. He would serve in a key role in the novel application of cooperative teaching to vocational education. He would play the role of a "quarterback". With the student as the focal point, he would coordinate the efforts of the Shop-Lab Instructor, Remedial and Basic Education Specialists, On-the-job Supervisor, Psychological Examiner, Resource Consultants, State Employment Service and some activities of the local Advisory Council for Vocational Education.

He would need to be a complete counselor. On a one-to-one basis he would counsel in vocational, educational and personal development, and supervise each student's program of individualized study through programmed learning materials. On a group basis he would teach Occupational and Related Information and such subjects as Science and Social Studies according to his certification and the needs of the students.

Part of the Counselor-Instructor's time would be spent working in industry with On-the-job Supervisors. He would act as liaison between the vocational area and industry. The Counselor-Instructor would be responsible for carrying out the evaluative procedures established for the students and the total training program. He would help the student in the process of self-appraisal and compile information for improving instruction. (cf. No. 1, p.10)

The Vocational Instructor

The Vocational Instructor, responsible primarily for training in job skills, also would be a unique person in our educational structure. He would require practical and current knowledge of the jobs for which he would be training workers. This implies that he would, of necessity, have had recent work experience in his field. In addition he would need an aptitude and some training in the art of teaching. The most likely source for such personnel would be industry or business. Plans for in-service training, assistance from industry, adequate supervision and the accessibility of teacher training consultants seemed to make the procurement and development of good Shop-Lab Instructors a possibility. The Connecticut State Department of Education would also assist in the procurement and certification of Shop-Lab Instructors. (cf. No. 1, p.11)

The Basic Education Specialists

The Basic Education Specialists would be competent resource authorities in English, Social Studies, Mathematics and Science. Working with the Counselor-Instructor they would help each youngster to develop a program of self-study in each of these areas. In those cases where a self-study program did not seem adequate they would provide group or tutorial instruction. A major responsibility of these specialists would be to develop an adequate library of programmed learning materials to meet the needs of these youth. Where such materials were not already available it would be necessary to develop original materials. (This seemed to be a fertile area within the project for study and research.) It was anticipated that individualized study materials would vary from complicated pinball type teaching machines to simple correspondence courses. (cf. No. 1, p.11)

The Psychological Examiner

The Psychological Examiner would be responsible for the development and administration of an aptitude, interest, achievement and personality testing program. These would be used as part of the intake procedure and for on-going evaluation of progress. The Psychological Examiner would also assist in the development of any research projects which might be deemed significant for the proposed program. (cf. No. 1, p.11)

The Case Study Conference

As part of an "intake" procedure, a case study would be prepared by the Vocational Counselor and presented to a Case Study Conference. The Conference group would be made up of consultants who are authorities in vocational training, remedial and basic education, psychology, social adjustments, job placements,

and any other resource deemed necessary. It would be the function of this group to diagnose the needs of each youngster and to recommend a course of action to be pursued by the Counselor and others who might work with the student. A further outcome of the Case Study Conference would be an analysis of levels of competence which might be established as the individual educational objective. (cf. No. 1, p.11)

The Local Advisory Council for Vocational Education

A strong effort would be made to involve members of industry and business in the vocational education process. An Advisory Council for Vocational Education would be established to help plan, organize, and develop theCenter for Vocational Arts as proposed in this project. (Details of this Advisory Council are provided under Section 4. Administration in this proposal.) Effective communication among industry, business and education was considered an important factor in the development of this pilot program. (cf. No. 1, p.11)

Objectives

The specific objectives of the proposed program were:

(1) to identify and enroll in an Occupational Training Program seventy unemployed school dropouts and two hundred potential dropouts.

(2) to provide a program of vocational education which would enable these school-alienated youth to acquire occupational skills for available job opportunities.

(3) to provide within the framework of an Occupational Training Program teaching techniques and materials which would effectively combine basic education with occupational skill.

(4) to combine guidance counseling and occupational training in a program which would enable school-alienated youth to acquire personal characteristics needed for their role as productive adults and responsible citizens. (cf. No. 1, pp. 12,13)

Administration

The proposed project would be an integral part of the local school system and as such would be administered through the Norwalk Board of Education and its Administrative Staff. (cf. No. 1, p.13)

Steering Committee

A Steering Committee composed of the Superintendent of Schools, the Director of Guidance and Special Services, the Director of Secondary Education and the Department Head of Practical Arts had initiated and developed the proposal and would be responsible for its implementation. This committee would review progress reports and develop policies or changes as they were required. They would coordinate the project with any phases of the on-going school program that might be involved. (cf. No. 1, p.13)

Department Head of Practical Arts

A Department Head of Practical Arts would be appointed to plan, organize, develop and administer the system-wide program of vocational education. He would coordinate the existing curricula of business education, industrial arts, home economics and the proposed program of occupational training. As a key member of the Project Steering Committee he would have a major role in directing the project. A major responsibility of the Department Head would be the development of a local Advisory Council for Vocational Education to assist in relating the training programs in the schools with the employment needs of the community. (cf. No. 1, p.14)

Local Advisory Council for Vocational Education

The Advisory Council would be made up of representatives of industry, business, employment services, area technical schools, local school administrators and representatives of the State Department of Education. Operating through committees, and at large, this Advisory Council could provide assistance in the following areas:

1. Determine the employment needs of the community and advise of any changes that might develop.
2. Determine what training was required for entry jobs.

3. Assist in the procurement of training facilities, equipment and supplies.
4. Assist in the refinement of goals and procedures for a program of vocational education.
5. Assist in the evaluative process.
6. Assist in the development of on-the-job work stations and their supervision.
7. Work with the instructional staff on the development of curriculum content and materials.
8. Aid in the procurement of Shop-Lab Instructors.
9. Develop entry jobs and assist in the placement procedures.
10. Aid in the follow-up procedures.
11. Generate community understanding of the proposed project and its related activities. (cf. No. 1, p.14)

Director of the Center for Vocational Arts

The Director of the Center for Vocational Arts would be concerned with the administration of the proposed project. He would act as principal of the Center. In its formative stages he would be responsible for the development of the physical plant. He would assist in the procurement and hiring of staff. When the Center was established he would act as administrator and supervisor of the facilities, staff, student body, and instruction. He would assist in the development of policy and would be responsible for the execution of policies when they were determined. (cf. No. 1, pp. 14, 15)

Consultative and Other Specialists

University-attached specialists would be used to provide a variety of services. These services would include consultation, research and evaluation, in-service training programs, the identification of instructional materials, and the preparation of reports. State Department of Education and other consultants also would be used for the development of curriculum content, methods and materials. Local, state and other help would be sought in establishing an adequate battery of evaluative instruments which would provide information needed for student appraisal and progress.

Initial efforts with the School of Education, New York University, indicated the availability of members of their faculty to provide a program of research and evaluation, in-service teacher training and the development of curriculum. (cf. No. 1, p.15)

Procedures

To achieve the purposes of this proposal the following procedures would be undertaken:

Time Table

Step 1. An administrative staff would be appointed immediately by the local Board of Education. This staff would consist of a Department Head of Practical Arts whose responsibility would be to act as Project Director and to effectively coordinate the activities of the proposed project with the existing programs within the school system. The salary for this Department Head would be a local responsibility. In addition it was planned to engage a Director of the Center for Vocational Arts, a Secretary and a Clerk.

This staff would develop in broad terms the structure within the school system and the community to carry on the project. They would immediately begin to develop a local Advisory Council for Vocational Education and with its assistance establish specific job opportunities for on-the-job work stations and future full-time employment. They would develop plans for the renovation of the building and installation of equipment. Jointly they would determine a broad curriculum and determine the necessary instructional facilities to carry on the program (cf. No. 1, p.15)

Step II. To establish a committee of professional consultants and a school staff who under the Project Director would begin to develop occupational training programs for the following areas:

Landscaping and Horticulture Service
Distribution Services
Food Services
Custodial and Maintenance Services
Health Services
Needle Trade Operators
Office Services
Automotive Services
Manufacturing Services

It was estimated that the following professional staff would be required to carry on the program:

9 Counselor-Instructors
9 Shop-Lab Instructors
3 Basic Education Specialists
2 School Social Workers
1 Psychological Examiner
(cf. No. 1, p. 16)

Step III. To employ by June 1, 1965 the nine Shop-Lab Instructors listed above to prepare appropriate instructional materials and facilities. (cf. No. 1, p.16)

Step IV. To purchase and install necessary equipment and materials as well as to make the necessary renovations in the building structure so that the educational program could be properly implemented. (cf. No. 1, p. 16)

Step V. To employ by July 1, 1965 the nine Counselor-Instructors, the two School Social Workers and a Psychological Examiner. This staff was to begin to identify candidates for the school. (cf. No. 1, p. 17)

Step VI. To employ by July 1, 1965 the three Basic Education Specialists who would begin the development of the Library-Study Centers connected with each shop-lab, and secure needed related materials. (cf.No. 1, p. 17)

Step VII. To begin a two year study starting September, 1965 and ending August 1967 for this project. (cf. No. 1, p. 17)

Step VIII. To organize, analyze and interpret the data gathered during the two year pilot period as part of a comprehensive evaluation of the objectives of the program. Since the objectives of the program aimed to bring about a significant change of behavior in "disadvantaged" youth, the evaluation of the program's effectiveness would be attempted in terms of behavioral change. To accomplish this a comprehensive assessment of behavior would be made for each student at the beginning, at regular intervals during, and at the end of the program. (Provision would be made for a series of follow-ups for each youth after termination of his program to assess the staying power of the behavioral changes identified.) With the assistance of consultants and specialists on the staff the assessment would cover the following areas:

1. Personality characteristics (citizenship traits, work attitudes, habits, etc.)
2. Occupational skill achievement
3. Educational achievement
4. Aptitude (scholastic, vocational)
5. Interests (vocational, avocational)

Facilities

The Norwalk Board of Education pledged to make available a school building of adequate size in good condition. Extensive renovations would be required to provide the shop-laboratories and the library-study centers. Funds for the renovations were requested of the Federal Government. Special equipment would be requested from the Connecticut State Department of Education under the Vocational Education Act of 1963. (cf. No. 1, p. 20)

Budget

Budget figures were submitted based on information from local and state administrators. Salary figures were based on the local salary scale computed on an eleven month year (208 days) except that the salaries of the Coordinator of Vocational Education and the Director of the Occupational Training Center were based on a twelve month year (228 days).

Approximately 25 per cent of the proposed budget was for the development of facilities and programmed materials. The actual cost of operation was estimated to be approximately $300,000 per year, or about $1,100 per student per year.

It was anticipated that at the end of the two year period of the pilot project the combined reimbursements from federal and state grants would make it feasible to continue the program as a regular part of the Norwalk School System. (cf. No. 1, pp. 20 and 21)

CENTER FOR VOCATIONAL ARTS

	May 1, 1965 to August 31, 1966			1966 - 1967			1967 - 1968		
	Federal	State	Local	Federal	State	Local	Federal	State	Local
PERSONNEL:									
Director	$ 16,000			$ 5,794			$ 6,500	$ 7,000	$- 2,380
Counselor Instructors	$ 55,955			$ 77,461			$35,000	$ 6,377	$ 43,620
Shop Lab Instructors	$ 37,000			$ 63,659				$29,353	$ 29,353
Basic Educa.Specialists	$ 24,500			$ 24,992			$ 9,600		$ 21,758
Social Workers	$ 14,500			$ 18,703					$ 8,773
Psych. Examiners	$ 8,750			$ 7,712					$ 4,782
Secretaries	$ 5,640			$ 5,540			$ 5,000		$ 5,982
Clerks	$ 8,750			$ 5,600					
Custodian			$ 8,000			$ 6,000			$ 6,512
CONSULTATIVE SERVICES	$ 65,000						$18,000		
SUPPLIES & MATERIALS:									
Instructional	$ 30,500								$ 12,500
Office	$ 4,650						$ 900		$ 250
Equipment		$54,000			$52,000	$ 3,000			$ 2,000
Printing	$ 3,900								
Renovations	$ 68,500					$ 6,000			
Rental	$ 16,745								
Repairs & Maintenance	$ 1,000			$ 1,000		$ 950			$ 500
Transportation-Student	$ 8,000			$ 3,000					$ 3,000
Transportation-Personnel	$ 2,000			$ 2,000				$ 2,500	
Utilities			$ 4,000			$ 4,175			$ 3,350
TOTALS:	$371,390	$54,000	$12,000	$215,461	$52,000	$20,125	$75,000	$45,230	$140,000
GRAND TOTALS:		$437,390			$287,586			$260,230	

METHODS

The original project design has been followed quite closely and no radical transformations have been introduced. On the other hand minor modifications have been made from time to time.

The Norwalk Board of Education placed at the disposal of the project the former Winnipauk Elementary School, located on Main Avenue, Norwalk. This is a one-story building, one part of which was erected in 1937, with a substantial addition erected in 1948. This building was renovated and remodeled in accordance with the proposal. In 1966 a metal building to house the Automotive Shop and the Landscaping and Horticulture Shop was constructed adjacent to the existing structure. These buildings are located on a plot of land approximately 5 acres in extent. The project received the name The Center for Vocational Arts.

Before the Center opened it had been decided not to include Needle Trades among the occupations for which training would be offered because of anticipated difficulty in finding employment for the students prior to the period of their training. Since the concept of the Center calls for on-the-job experience in work related to training being offered, Needle Trades was dropped and Child Care was substituted. Surveys had indicated an existing need in the Norwalk region for young people trained in a non-professional capacity. By June 1967, however, it was necessary to relinquish this training program because it never succeeded in attracting a sufficiently large number of students. Difficulty in placing the students in regular jobs might have been one reason for the failure to attract more students.

The Center, therefore, operated from its start and continues to the present with these eight areas of training: Automotive Services, Food Services, Health Services, Landscaping and Horticulture, Office Services, Maintenance and Repair Operations, Manufacturing Operations and Retailing Services. All of these groups, except Health, have good enrollment, always near the projected figure of 15 per session. Health Services has suffered from low enrollment, only 6 students in June 1969, for both sessions combined. Unless this trend of low enrollment is changed in the near future it will be necessary to drop this area and hopefully substitute an additional vocational area in its place. This would be done only after a careful study of the local labor market has been made. (cf. No. 4, V, p.3; No. 4, VI, p. 3; No. 4, VII, p. 5; No. 7, p. 19)

Automotive Services is the one area that is constantly over subscribed. There is a constant waiting list of students. We are presently considering instituting a second automotive shop. One shop would be for introducing the students to engine servicing and would use one cylinder engines and mock-ups. The other would involve work on cars. A second auto shop would increase our over-all enrollment by 25 - 30 students. (cf. No. 4, V, p.2; No. 4, VI, p.2; No. 4, VII, p. 5; No. 7, p. 18)

The enrollment in the building has never reached the projected goal of 270 students, 30 for each of nine vocational areas. It has, however, constantly maintained an average level of about 200 students, and seven of the eight areas are usually close to capacity.

The position of school psychological examiner was eliminated after the first year. Experience indicated that while the students were "school-alienated", they were even more "test-alienated". The thought of testing in any concerted form created great apprehension on the part of the students; they resisted efforts to be assembled for tests, often times staying away if they knew tests were being planned, sometimes walking out of the school rather than submit to the tests. On the other hand, they seem to experience no apprehension at the thought of taking the tests in the individualized programs. Here the difficulty lies more in having them make adequate use of the programmed material or learning activity packets before plunging ahead with the progress tests.

The case study approach has also had to be modified. In the early days of the project this procedure was carefully followed, and seems to have been of great value to both the students and the staff. Many of the first students have remained very close to each other and to the early staff members. However, once the regular program was in operation there were many day to day tasks to be performed by the staff members. The increase in the number of students being served made it difficult to have such elaborate intake procedures followed to the letter. During the months of June to September about 100 students are enrolled. During the other months of the year new enrollments average about 10.

The position of Intake Counselor was established to simplify and coordinate admissions procedures. This counselor is also the principal contact with counselors in sending schools. Our present procedure calls for the Intake Counselor to interview a candidate, talk with his parents, his school guidance counselor, social worker or other interested persons. The interview with the candidate involves an explanation of the school, a tour of facilities and some discussion of his vocational objectives. An interview is also arranged with the vocational instructor and counselor-instructor in the area where the candidate expresses interest. Questions are referred at need to the Director. The Intake Counselor has assumed some of the duties originally designed for the Psychological Examiner and the Social Worker. Budgetary limitations eventually led to the elimination of the special Social Workers assigned to the Center and reliance is placed upon the assistance of social workers furnished at need by the school district.

The Center for Vocational Arts began with a student body in mind composed of dropouts and potential dropouts aged 16 years and up. It planned to try to assist these youth to acquire skills needed for employment and to effect attitudinal and behavioral changes that would enable them to acquire personal characteristics needed to function as responsible citizens. The program, being an individualized program, presupposed a considerable capacity for acting maturely and independently during the limited period of time the students remained in the program until these objectives were attained. After the first year of operation the program was extended to include 15 year olds who were not functioning fruitfully in the other, more academically oriented schools of the district. These younger students have in some cases presented new problems, not all of which have yet been successfully met. They are, on the average, less mature and less able to work consistently and independently than the students for whom the program was originally designed. They do not have the same motivation to seek employment. They are less realistic and less knowledgeable about the world of work, its demands, requirements and rewards. They are less able to work on the study and vocational programs than their older counterparts. Fortunately there are many exceptions to this general pattern; however, these young students need programs that differ in some detail from those that work quite successfully with students who enter at an older age. An additional problem regarding these students is that they often enter from the seventh or eighth grade and expect to remain for three or four years until they earn a diploma. Our program is not yet geared to occupying students for such a long time.

An additional problem connected with the fifteen year olds was that they were not legally employable. With the encouragement and assistance of influential local citizens special legislation was sponsored in the state legislature that eventuated in Connecticut H.R. file #692, signed into law in June 1969. This special law permits the 15 year old students in the work-study program of the CVA to be employed in non-hazardous work under the supervision of the CVA Work-Study Coordinator, requiring also that they receive at least the legal minimum wage.

In the original plan, the placing of students in jobs and their supervision on the job were the responsibility of the vocational and counselor-instructors. These persons have retained some responsibility for these functions, but the special position of Work-Study Coordinator was originated in September 1968. This person does most of the job placement, the contact with employers and supervision of the students while on the job. It has proven to be a valuable asset to the work of the CVA and enables the vocational and counselor instructors to concentrate more on the individual needs of certain students who are experiencing particular difficulties. (cf. No.3, III, p. 2; No 4, V, p. 2; No. 4, VI, p. 2)

Particularly to meet the needs of young and inexperienced students, those who have had no work experience and those who have only a vague idea of their work aspirations, in September 1969 a special Career Exploratory Program was instituted for beginning students. In this program the student spends two to three weeks in each of three vocational areas where he learns from experience more about the opportunities and requirements of these areas before making a more definitive choice to seek further training in one of them. (cf. No. 7, p. 12; No. 6, 3, p. 14)

In carrying on the program considerable reliance has been placed on programmed materials. In addition, to meet the particular needs of the students in this ungraded, individually programmed school, staff members have developed a considerable number of Multi-Media Learning Activity Packets. These packets were produced through two Summer Workshops for Curriculum Development. Also produced was A Guide for Developing Multi-Media Learning Activity Packages.

The Learning Activity Packets have become an integral part of the operation of the Center for both vocational and academic activity. The students find them generally interesting and stimulating and achieve considerable success with them. At the same time it has become evident that they must be produced in staggering numbers in order to meet the needs of students in so many different areas of study; they must be produced at varying levels of difficulty; contact with instructors is necessary for the stimulation and encouragement of the students; excessive reliance upon the printed word must be avoided. It seems from the experience of the students and staff at the CVA that this concept of individualized study could be applied in many contexts quite different from the Center.

Since the inception of the program consultants and research teams from New York University helped in the planning of the program, in in-service work with the staff, research on the on-going program and in follow-up of former students, both graduates and those who left without completing the program. Reference to their finding will be found farther on in this report. Extensive reports for the years 1967, 1968 and 1969 form part of the Appendix of this report.

Has the Center for Vocational Arts succeeded in attaining its objectives, and, if so, to what degree? This is a difficult question to answer. Any response is quite likely to have many subjective elements, and will likely depend also upon the relative value one wishes to assign to such elements. With due allowance for this subjective judgment, it seems as though the Center is attaining its objectives with a considerable number of its students. It certainly does not succeed with all who enter, there are many improvements which seem desirable. But personal observation of staff members, students and friends of the CVA; responses to research interviews; and calls for help from employers of the students seem to indicate that many students do actually acquire a skill that will enable them to gain employment and advance in that employment. There do seem to be changes in behavior that enhance the student's probability of growing into a role as productive adults and responsible citizens.

It is a tribute to the students, to the staff, to employers and to the effectiveness of the program when independent research can report facts such as the following:

96% of the students who work part time do so to the satisfaction of their employers (cf. No. 3, 1, p.13)

The modal hourly wage of the males employed full time (i.e. graduates) is $2.39. The modal hourly wage of the female graduates is $2.20. (cf. No. 6, 2, Graduates and Dropouts, p. 11)

Over 80% of the students have changed and grown often dramatically, in their ability to concentrate, in their social behavior, in their outlook and bearing. (cf. No. 3, 2, p.3)

Other evidence of the success achieved by these students, all of whom were either dropouts or considered to be likely dropouts can be seen from the number of students who successfully completed the program and received an award attesting this fact. In 1966-67, 21 received diplomas and 24 received vocational certificates; in 1967-68, 37 diplomas and 53 vocational certificates; in 1968-69, 49 diplomas and 32 vocational certificates.

The graduation class of June 1969 presented this picture on November 18, 1969. Of the 81 who received diplomas or vocational certificates, 7 were full time students, 11 were in service or on the verge of entering. Of the remaining 63, 54 were employed full time at an average wage of $2.24 per hour based on a 40 hour week.

On November 18, 1969, 121 of 188 students enrolled in the school were employed in part time jobs at an average of $1.85 per hour. They were working an average of 30 hours weekly. The total annual income of these students would therefore give a projection at these rates of $350,000. We expect the percentage of employed students to rise during the year as the younger students receive more training and are placed in jobs.

The cost of the program, after the initial expense of remodeling the building and buying the equipment has remained constant. It is more expensive than the traditional school, largely because the pupil-teacher ratio is only about half that of the other local schools. Some increase in enrollment could be effected without adding additional personnel, but the ratio would remain lower than that of the ordinary school. Costs would be expected to be between 50% and 75% higher on a per capita basis than in the usual school. Some consider this a high premium to pay. Others regard it as well worth the expense since these students are helped to earn their livelihood, and contribute to society, rather than become a drain upon others.

FINDINGS AND ANALYSIS

Results and Findings

During each of the years of the operation of the Center for Vocational Arts, 1965 to 1969, a number of individuals and organizations have participated in the planning and evaluation of the program, as had been foreseen in the project proposal. Local school district department heads and other supervisory personnel, and state Department of Education consultants have played an important role in both planning and evaluation. Their suggestions have resulted in important improvements in the actual operation of the Center.

Research and consultation teams from New York University took part in extensive in-service work to help prepare the Center staff for its tasks, to help select the types of training to be offered, and to help in the selection of materials and equipment to be used in the program. In 1967, 1968 and 1969, New York University teams were responsible for research into various aspects of the program under the Norwalk Board of Education contract with the United States Office of Education. These findings constitute the chief research results to be reported for the project. Additionally, in 1969, Vocational-Technical Educational Consulting Service presented an Evaluation of the Present Structure and Vocational Offerings of the Center for Vocational Arts. These reports are included in the reference Bibliogrpahy, items 3 to 7. Some of the more important results are briefly summarized here. They give an indication of the findings reported by the research teams.

ENROLLMENT

Highest Enrollment

1965-66	110
1966-67	191
1967-68	209
1968-69	205

Graduates

	High School Diploma	Vocational Certificate
1965-66	4	0
1966-67	21	24
1967-68	37	54
1968-69	49	32

The policy of admitting students at any time during the year and of releasing them when they have attained their objectives has been followed consistently. As a result more students are served during the year than are enrolled at any one time. Figures for the three years ending in June 1967, 1968, 1969 are very similar. Below are the cumulative and monthly enrollment figures for the 1967-68 school year.

	Cumulative Enrollment	Monthly Enrollment
September	200	200
October	216	202
November	231	209
December	242	207
January	257	205
February	264	195
March	274	188
April	281	179
May	286	178
June	286	173

(cf, No. 4, I p.7)

A study of these figures indicates that there is a rather steady enrollment of new students each month, and a similar steady departure of students. Some of the departing students have completed their program, but not all have. Generally, if the C.V.A. succeeds in keeping the student for a few months it does succeed in helping him attain either a vocational certificate or diploma.

ATTENDANCE

Attendance by ordinary standards is not good, but most of these students had poor attendance records in the schools from which they were admitted. Many were chronic truancy cases. Below is an Enrollment and Attendance Chart for the year 1966-67. Figures for the other years would be similar.

1966-67

	Monthly Enrollment	Average Attendance
September	155	121
October	160	116
November	163	120
December	171	119
January	176	132
February	183	124
March	183	128
April	187	119
May	191	123
June	175	112

(cf. No. 3, I, p.12)

No penalty is imposed for absence. A considerable portion of the time of all personnel, especially that of Counselor-Instructors, is spent in keeping contact with students and trying to induce them to return as soon as possible. This faculty interest, rather than punishment, is believed to be one reason why some students do attend more frequently than they did in their previous schools, and why some students who had been drop-outs, or nearly so, attend faithfully enough to achieve some part at least of their objectives.

STUDENTS ATTITUDE TOWARD THE SCHOOL

Research questionnaires concerning student attitude toward the C.V.A. program indicated a strong desire for diploma work as well as vocational training. This led to the recommendation that the program strengthen its approach to the academic requirements for the diploma. In response multi-media learning activity packets utilizing the behavioral outcomes approach have been developed for each of the basic education subjects required for graduation: language arts, social studies, mathematics and science. More of these packets are to be developed in order to improve the program. Some packets have also been developed for aspects of some vocational programs. Table 1 compares responses for 1967 and 1968 to the question: What should students get out of the C.V.A. program?

TABLE I

1967-1968 COMPARISON OF DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT SHOULD STUDENTS GET OUT OF THE CVA PROGRAM

	1968		1967	
Response	Rank	N	Rank	N
A Job or Trade Vocational Job Training	1	83	1	68
Better Education,High School Diploma	2	63	2	64
Self-Knowledge,Selp-improvement	3	43	3	8
To See What Life is Like: A Little Experience	4	2	-	-
Everything They Want	6	1	4	7
The Training That They Came For	6	1	-	-
More Help From Teachers	6	1	-	-
More Than They Are Getting	-	-	5	1
No Answer		9		

(No. 5, 1, p.10)

In both 1967 and 1968 the research team sought to determine the attitudes of the C.V.A. students relative to various aspects of the program. The results were similar in both years.

In 1967, 84 percent indicated they were pleased with the program, only 6 percent expressed disappointment. In 1968, 84 percent again expressed pleasure with the program, only 1% expressed disappointment. 10 percent and 15 percent in the respective years were uncertain of their feelings about the program. (cf. No. 3, V, p. 31; No. 5, 1, p. 8). Below is a table comparing the results, 1967-1968, on a 5-point attitude scale.

TABLE 2

ATTITUDES TOWARD CVA PROGRAM

COMPARISON 1967-1968

Attitudes	1968 N	1968 %	1967 N	1967 %
Very Pleased	57	41	34	39
Pleased	59	43	39	45
Not Sure	21	15	9	10
Disappointed	2	1	3	4
Very disappointed	-	-	2	2
	139		87	

(No. 5, 1, p. 15)

Tables 3 and 4 give responses to other questions relating to student attitudes toward the program. Since the responses to these and other questions reported in the research were quite similar and favorable in 1967 and 1968, this aspect of research was not repeated in the 1968-69 school year.

TABLE 3

1967-1968 COMPARISON OF DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT DO YOU LIKE MOST ABOUT THE CVA?

Response	1968		1967	
	Rank	N	Rank	N
Teachers Don't Push: You Work at Your Own Speed	1	38	2	22
The Teachers	2	35	1	27
Coffee and Smoking Breaks	3	23	5	12
The Shops and Machines	4	20	3	19
Short, Flexible Hours	5.5	17	6	11
Counselors	5.5	17	-	-
Not Many Rules, Freedom	7.5	7	4	17
Training for a Trade or Work	7.5	7	-	-
The School	9	6	9.5	5
Everything In General	10	4	12	3
The Students	11	3	14.5	1
Learning What You Want	13.5	2	9.5	5
Diploma	13.5	2	-	-
Making Own Decisions: Being Treated Like an Adult	13.5	2	-	-
Playing Softball in the Morning	13.5	2	-	-
You Get to Work on Your Own Car	17	1	-	-
Not So Hard As Other Schools	17	1	-	-
Special Tutors When Needed	17	1	-	-
Teaching Methods	-	-	7.5	7
Learning to Get A Job	-	-	7.5	7
Work and Go to School at the Same Time	-	-	11	4
Don't Know	-	-	13	2
Trips	-	-	14.5	1
No Answer		8		14

(No. 5, 1, p. 11)

TABLE 4

1967-1968 COMPARISON OF DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT DON"T YOU LIKE ABOUT CVA?

Responses	1968		1967	
	Rank	N	Rank	N
Nothing	1	34	1	28
Teachers, Teaching Methods	2	15	2	12
Administration, Programming,Advisement	3	12	-	-
Counselors	4	11	-	-
Curriculum	5	9	5	7
Structure	6	6	3.5	11
Unfavorable Publicity About Dropouts	7.5	5	-	-
Building Facilities	7.5	5	-	-
Not enough Girls	9	2	-	-
Areas Compete With One Another	12.5	1	-	-
Secretary in the Office	12.5	1	-	-
No Cigarette Machine	12.5	1	-	-
These Questions We Have to Answer	12.5	1	-	-
Too Far From Home	12.5	1		
Don't Know	12.5	1	9	1
Not Enough Tools, Equipment Didn't Work No Electricity			3.5	11
The People at CVA Including Other Kids			6	6
Not Enough Help With School Work	-	-	7	3
Filling Out Job Sheets	-	-	9	1
Tests	-	-	9	1
No Answer		34		37

(No. 5, 1, p. 12)

The research teams consistently pointed out the difficulty of research on the CVA program especially because of the unavailability of a random sample of control students. Without an appropriate control group, any evaluation is more descriptive than experimental. For example, while the CVA youth showed impressive gains in attitude toward school, and while it might appear that the students were positively affected by the CVA program, it would be dangerous to try to draw conclusive inferences about the effectiveness or ineffectiveness of the program. (cf. 3, V, p. 59)

Efforts to test academic achievement in the program were not particularly effective because of the absence of control groups, fluctuating enrollment, small numbers of students in a given category and a number of other frustrating factors, not the least of which was the general hostility of the students toward anything which smacked of ordinary school testing. However, it is interesting to note that on the average, CVA students reached the ninth grade at the age of 16, which is a lag of two years from normal expectancy for a child who enters kindergarten at the age of five. (cf. No. 3, V, p. 51)

Student's Concept of Self

The CVA program was planned to help school-alienated youth prepare for productive lives in society. It attempts to provide the students with experiences that will contribute to a positive self-concept and help to satisfy many of the basic psychological needs of adolescents. The Bank's rating scale included several questions designed to examine the self-concept of the CVA students.

Knowing that school-alienated youth may exhibit negative feelings toward self, it is interesting to note the following items:

> more than 50% of the CVA students said that they felt like a somebody as a result of attending CVA (Item #1)
>
> 75% said they felt they are happier persons as a result of attending CVA (Item #3)

over 75% felt that they had gained in confidence in their abilities, and with themselves in general because they came to CVA (Item #10)

50% think they understand more about themselves and their personal problems as a result of attending CVA (Item #2)

almost 50% felt that they were able to better control their feelings now than before attending CVA (Item #4)
(cf. No. 5, 2, pp. 4 and 5)

The same questions when administered to the CVA graduates produced results showing that the alumni have consistently given a larger quantity of positive responses to the items relating to self-concept.
(cf. No. 5, 2, p. 9)

Employment

A 1969 study of graduates of CVA in 1967, 1968 indicates that 88% of the eligible graduates (some were in military service, at college, etc.) were employed full time. Sixty-six percent of these indicated they liked their jobs very much and 25% found them good enough or fair. A comparative study of students who left before completing a program showed 73% of the eligibles were working full time, 53% liked their jobs very much, 41% found them good enough or fair. (cf. No. 6, 2, pp. 3 and 8)

The modal hourly wage of the employed male graduates was $2.39; of the female graduates $2.20. (cf. No. 6, 2, p. 11)

The reports of the CVA work-study coordinator indicate that about 70% of the eligible enrolled students are employed at any given time. Since June 1969 special legislation of the State of Connecticut enables the CVA to place its 15 year old students in employment under special conditions. It is expected that this will increase the percentage of students employed. The employed students average 30 hours per week, at an average wage of $1.80 per hour. Their aggregate yearly earnings total approximately $375,000.00.

Limitations

All is not perfect with the program. Each year, research consultants have stressed the need for greater job related training, clearer delineation of procedures to be followed in each shop area, the need for more in-service and on-going seminars for the staff and administration, the necessity of improving the "image" of the school, closer working relationships with "feeding" schools, broadening of the CVA program of counseling to cover the transition from school to full-time work, improvement of the academic program, help in reading especially, improvement of the individual programming of the academic subjects the better to meet the specific needs of the students, introduction of at least some slight attention to the arts, expansion of the vocational training offered in order to make it more appropriate to the specific needs of the individual students. (cf. 4,V; 4, VI; 4, VII, 6, 1; 6, 3; 7) One researcher also stressed that the success or failure of the CVA program rests not upon the present pupil-teacher ratio, but upon a sound occupational education and training program that meets specified criteria. (cf. 7, p. 2)

CONCLUSIONS AND RECOMMENDATIONS

Has the C.V.A. been successful? Has it attained its objectives?

Though the C.V.A. has not succeeded with every student who curdled, nor even with all the students who have spent considerable time in its program, still there seems to be little doubt that the program is effective. In many cases it has been able to break a pattern of persistent failure and frustration. It has enrolled a considerable number of school-alienated youth from the Norwalk area in a program which has helped them acquire sufficient skills to find employment while still in school and to become satisfactory full-time employees upon graduation. It has also enabled many of them to effect behavioral changes that give greater promise of their becoming reasonably happy, productive adults and responsible citizens.

Personal gains will hopefully be continued for each of the individuals involved. For society, hopefully the future will bring the benefit of more productive citizens, fewer hostile members, less dependence.

Two questions remain:

1. Is the change from relative failure to moderate success permanent?
2. Is the change worth the cost?

Only time can definitively answer the first question. Research to the present suggests that there is good reason for hoping that the C.V.A. graduates will continue their advance. The answer to the second question involves value judgments that might differ from one person to another who makes the judgment. The program is more expensive on a per capita basis than the traditional school, 50-75% more expensive. Might it not be, however, that these same students would often have achieved little or nothing in their former schools for all the money spent upon them? Is it not true also that protective institutions would be much more expensive, sometimes without producing the desired behavioral changes?

Staff members through the years, though finding the program difficult in many ways, have been enthusiastic believers init, and by their devotion have earned the respect and gratitude of most of the students. Visitors to the school have likewise expressed their delight and satisfaction with the program, sometimes saying they would like to re-enter school in order to participate in this new type of school.

Research investigators have also reported their favorable impressions with great regularity, even when making strong recommendations for changes that might introduce improvement.

Comments included the observation that the counselor-instructor team approach had a great deal of educational-social value, particularly with alienated youth (cf. No. 4, VI, p. 1); that all curricula seem organized on an open-ended basis, in which students can progress at their own rates, starting from either their stage of competency or individual motivation (cf. No 4, VI, p. 1); that the program at C.V.A. represents many promising innovations that are achieving results(cf. No. 3, IV, p.2). This last observer comments that the roles of the basis education specialists, the shop-lab instructors and the counselor-instructors are very different from that of such personnel in the typical school, and he adds that this causes some anxiety (among the staff) because there are no models to follow. The individualized programs of study require much more planning, demand more imagination, and draw much more upon the creature resources of the teacher. Much more team work and cooperative effort is required on the part of all staff members.(cf. No. 3, IV. p. 2). It is present Director's belief that the staff's responses to these needs constitute both the strengths of the program and its limitations. Much is being done, much remains to be done.

Several observers raised the question of whether the Center should be a separate institution. They seem to concur that "if schools were all they should be", there would be no need for the C.V.A., but schools being what they are it is easier to work outside the system at least for the time being. (cf. No. 4, VI, p. 6)

Perhaps the best way to conclude this report is to quote verbatim from Mr. Donald Mullaney and Mr. Burdette Gleason in the report of 1969. It seems to laud what the Center has attempted, to praise it for achieving some success and to caution it not to become complacent if it wishes to remain at all effective.

> What is being attempted at the Center is is laudatory. It should be recognized regionally for its creative undertaking which, by its very organizational structure, mandates continuous evalution and reevaluation so that program modifications will result. This Center's exploratory endeavor should never lose its flexibility, since it is, basically, so very humanely oriented.
>
> Such a unique child-centered concept should be nurtured continuously by reflective self-appraisal; the constant striving to deal with causes and not with superficial symptoms. Within a reasonable educational framework, this is an educational idea which needs to be cherished.
>
> What we have evaluated is commendable. What we would like to see result from a valorous beginning is an increase an innovative methodology and not a complacency with the status quo. This is the traditional concept which allows regulatory practices to mandate on-going policies. The Center's theme should always reflect true concern for that oft-abused phrase "individual differences". (No. 6,3, p.21)

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